

Kingdom of Saudi Arabia
**The National Commission for Academic Accreditation &
Assessment**

Course Specification

Revised 2013

Course Specification

Institution: **King Saud University**

College/Department : **Applied Medical Sciences- Community Health Sciences Department**

A Course Identification and General Information

1. Course title and code: **Community Nutrition (CHS - 345)**

2. Credit hours: **3hrs /week (2 theoretical + 1 practical)**

3. Program(s) in which the course is offered.

(If general elective available in many programs indicate this rather than list programs)

Bachelor degree of Applied Medical Sciences, Community Health Sciences, Clinical Nutrition Program

4. Name of faculty member responsible for the course:

T.Ohoud Mohammed Almusiened

Dr. Mohammed Farouk Badr

Phone: **4355010 - 131**

Email:

Oalmusiened@ksu.edu.sa

Office hours:

Mon(11:00am-2:00pm), Tue (8:00am-2:00 pm)

5. Level/year at which this course is offered: **Level 7**

6. Pre-requisites for this course (if any) **none**

7. Co-requisites for this course (if any) **none**

- Location if not on main campus : **Female campus**

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

This course is offered to students in the department of Community Health Sciences, Clinical Nutrition Program, bachelor degree.

By the end of this course, students should be able to:

- **Understand the basics of public health and nutrition**
- **Understand the meaning of community and need assessment of community**
- **Understand the process of of implementing, designing, evaluating, management and improvement of nutrition programs**
- **Understand the nutrition problem in Kingdom of Saudi Arabia, the reason behind it and the methods to solve it with respect to the society believes and habits**
- **Understand the determinants of health and food choice**

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)

- **Using videos that relate to the topics.**
- **Using relevant web references and new studies that related to situation in Saudi Arabia**

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

1. Topics to be Covered		
Topics	No of Weeks	Contact hours
Introduction for Community nutrition , definition , important , aims of community Nutrition + Nutrition Screening and Need Assessment	2 weeks	4+4
Determinants of Food Choice	1 week	2+2
Policies and Programs	1 week	2+2
Dietary Habits and Nutrition Knowledge among Saudi population	1 week	2+2
Decline of Breastfeeding among Saudi Women	1 week	2+2
Maternal Health in Saudi Arabia	1 week	2+2
Dental Caries in Saudi Children	1 week	2+2
Obesity in Saudi School Children and Adolescents	1 week	2+2
Type 2 Diabetes Mellitus+ CVD in Saudi Adults	1 week	2+2

Alzheimer's Disease in Saudi Elderly		1 week	2+2
2. Course components (total contact hours per semester): 45 Hours.			
Lecture: 32 hrs	Tutorial: None	Practical/Fieldwork /Internship: 16hrs	Other: 8hours for mid term exams

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

- **14 hrs/ semester in preparing educational tools, including videos, print materials, and posters about selected topic to show in the lobby of the college.**
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4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- **A brief summary of the knowledge or skill the course is intended to develop;**
- **A description of the teaching strategies to be used in the course to develop that knowledge or skill;**
- **The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.**

a. Knowledge

(i) Description of the knowledge to be acquired

Upon completion of this course the students will be able to:

- 1 – Define categories of the community.**
- 2 – Clarify the definitions which are related to community nutrition**
- 3 – Determine the types of community needs assessment**
- 4- Recognize various types of community nutrition planning programs**
- 5 – Recognize nutrition related diseases in our community**
- 6 – Identify food and eating habits in our community which affect incidence of nutrition related diseases.**
- 7– Recognize the principles of designing nutrition education programs for nutrition related diseases in the community.**

(ii) Teaching strategies to be used to develop that knowledge

- **Interactive lectures and videos.**
- **group work and class discussion.**

(iii) Methods of assessment of knowledge acquired

- **Written exam including MCQs, True/False and fill in the space questions**
- **Assignment**

b. Cognitive Skills

(i) Cognitive skills to be developed

1. **Explain nutritional needs for each category in the community.**
2. **Distinguish community nutrition and nutritional related diseases .**
3. **Interpret the main definitions of community nutrition**
4. **Explain food and eating habits which affects on incidence of nutrition related diseases**
5. **Designing nutrition education programs for nutrition related diseases in community.**

(ii) Teaching strategies to be used to develop these cognitive skills

- **Interactive lectures, class discussions, videos and student group work**

(iii) Methods of assessment of students cognitive skills

- **Written exam including MCQs, True/False and fill in the space questions**
- **Assignment**

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed (feelings, confidence, responsibility, attitudes, values)

- **Demonstrate the ability to present an educational tool related to the selected topic**
- **Demonstrate the ability to work successfully as a part of a team in assignments**
- **Demonstrate the ability to self learning**
- **Find information independently, Time management**

(ii) Teaching strategies to be used to develop these skills and abilities

- **Communication**
- **group work**
- **Class discussion.**

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

- **The practicum (Community services)**
- **Supervision of the students' skills during the preparation of education tolls and assignment.**

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.

- **Demonstrate students' ability to:**

<ul style="list-style-type: none"> • write a well structured assignment, • use Information technology and computer skills to gather information about a selected topic. • work in a team
(ii) Teaching strategies to be used to develop these skills <ul style="list-style-type: none"> • Performing a search on a selected topic • Preparation of educational tools
(iii) Methods of assessment of students numerical and communication skills <ul style="list-style-type: none"> • Follow up of the student progress in the selected topic • Supervision
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not applicable
(ii) Teaching strategies to be used to develop these skills Not applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1.	Mid term I exam (MCQs, True/False and fill in the space)	8 th week	20 %
2.	Mid term 2 exam (MCQs, True/False and fill in the space)	12 th week	8 %
3.	Community services (practicum)	13 th week	20 %
4.	Assignment	11 th week	10 %
5.	End Semester Exam (MCQs, True/False and fill in the space...etc)	19 th week	40 %

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

- **The e. mail of the instructor is given to the students; reply is usually within 24 hours.**
- **Office hours allocated to the students for general and specific educational activities.**
- **General advice and consultation are available any time the instructor is not busy**

E Learning Resources

1. Required Text(s) 1- Nnakwe .N. E (2009) " Community Nutrition: Planning Health Promotion and Diseases Prevention" Jones and Bartlett Publishers, London, UK. 2- Sentselaar, L. (2007) "Nutritional Counseling for Lifestyle Change" Tylor &Francis, London
2. Essential References - Marie A and David H. (2007) Community nutrition in Action an Entrepreneurial Approach, Fifth Edition. - Frank GC. 2008 Community Nutrition, Applying Epidemiology to Contemporary Practice
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) ❖American Journal of Clinical Nutrition ❖ British journal of clinical nutrition
4- Electronic Materials, Web Sites etc • موقع وزارة الصحة السعودية على الانترنت (www.moh.gov.sa) ❖www.sciencedirect.com ❖www.pubmed.org
5- Other learning material such as computer-based programs/CD, professional standards/regulations • Multimedia associated with the relevant websites

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 40 seats
2. Computing resources • Data show projector or E-podium and Smart board.
2. Other resources (specify –e.g. If specific laboratory equipment is required, list requirements or attach list) QAMS Library.

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none">• Edugate electronic course evaluation available on KSU website, each student has to fill before getting his final result
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none">• Verbal communication during the lectures• Personal interview with the students+ lecturer's evaluation after each lecture
3 Processes for Improvement of Teaching <ul style="list-style-type: none">• Participation in workshops related to the teaching process• Review the students' feedback and extracting the weak points to improve.• Submitting a course report to the department quality committee
4. Processes for Verifying Standards of Student Achievement (eg. 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) <ul style="list-style-type: none">• A sample of 10% of students' answer sheets (not less than 5 sheets) of the final exams are peer reviewed within 48-72 hours of the exam. The peer reviewers are department staff members not teaching the course. 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. <ul style="list-style-type: none">• Department curricular plans and programs committee review the course contents and specification every two years and its suggested modifications are put into consideration• Students' achievements are reviewed periodically during the whole semester.• Students evaluations of the course and their suggestions are put into consideration to improve the effectiveness of the courses