

In the name of Almighty



Tabriz University of Medical Sciences

Education Development Office (EDO)-Education Vice Dean Administrative

Faculty of Health (FoH)

Lesson plan for the course of **Health education theories and models (2) for the students of Health Education and Promotion at PhD level.**

The students' affiliated department name **Health Education and Promotion**

Academic year **97-98** Semester 1st 2^{ed} Summer

1. The lecturer's specifications

Name & Family name:	The affiliated department:	Academic rank:
Abdolreza Shaghaghi	Health Education and Promotion (HEP)	Professor
The affiliated university:	The affiliated faculty:	The faculty room number:
Tabriz University of Medical Sciences	Faculty of Health (FoH)	HEP D - Room No 314
Highest Academic Degree Obtained:	Field of Study:	Telephone number:
PhD	Community Health	041 33340309
Email address:	ar.shaghaghi@gmail.com & shaghaghir@tbzmed.ac.ir	

2. The course specifications

The course title:	Health education theories and models (2)		
The course credit: 0.75 T + 0.25 P	The course venue: HEP D -Conference room 1		
The course type:	Practical <input checked="" type="checkbox"/>	Theoretical <input checked="" type="checkbox"/>	Fieldwork <input type="checkbox"/> Internship <input type="checkbox"/>
Prerequisite course:	Required <input checked="" type="checkbox"/> Not required <input type="checkbox"/>	The number of course sessions: 8	
The number of field work/internship hours:	-		

3. The learners' details:

Field of study:	Expected degree Level:	Number of learners:
Health Education and Promotion	Ph.D	3

The course main goal: To provide students with knowledge and skills of theoretical and conceptual models' application from health education and related disciplines to individual and community level behavior change planning.

The course objectives:

1. To prepare students for planning of feasible health promotion program based on theory and evidence.
3. To extend learners' knowledge about principles of relevant health education and promotion theories.
3. To familiarize the students with the theoretical and conceptual models from health education and related disciplines for health education and promotion planning.
4. To give students knowledge and skills about involving community members, stakeholders and organizations in program planning, monitoring and evaluation.
5. To expand students' knowledge about main principles of health education and promotion ethics.

Teaching style: The hybrid style including demonstrating/ delegating and facilitating styles.

Learners' tasks: Listing and/or brainstorming, comparing, problem-solving, sharing personal experiences and storytelling, peer tutoring, fishbowl activity, active participation in quescussion, field visit activities.

The learners' assessment/evaluation method(s): Formative and summative assessment including assessment of attendance and timekeeping, learner participation in class discussions, giving oral or written feedbacks in class, completing and submitting assignments and final examination.

The mid/final exams' structure and questions distribution: The final exam will include at least two open/close ended questions from the topics discussed in the whole semester sessions that determine 12/20 score of the student total grade. The quality and content of the assignments will appoint 5/20 and class activities 3/20 scores of the total grade.

References:

1. Health behavior and health education: theory, research, and practice
Editors: Karen Glanz, Barbara K. Rimer, K. Viswanath, Published by Jossey-Bass, 2008
2. Health education: theoretical concepts, effective strategies and core competencies
Published by World Health Organization, 2012

4. Theoretical foundations of health education and health promotion, 2nd ed
 Manoj Sharma, John A. Romas, Published by Jones & Bartlett Learning, LLC, 2012

The course outline

Session	Session educational topics	Educational objectives	Learning domain(s)/taxonomy(ies)*
1	Community organization and community building for health	OBJECTIVE 1, 2	COG: understanding AFECT: organization PSYCHO: perception
2	Mobilizing organizations for health promotion: theories of organizational changes	OBJECTIVE 1, 2, 3	COG: understanding AFECT: organization PSYCHO: perception
3	Communication theory and health behavior change: the media studies framework	OBJECTIVE 1, 2, 3	COG: understanding AFECT: organization PSYCHO: perception
4	Challenges to implementing health education programs	OBJECTIVE 1, 2, 3	COG: understanding AFECT: organization PSYCHO: perception
5	Controversial topics in health education	OBJECTIVE 3	COG: understanding AFECT: organization PSYCHO: perception
6	Myths about sex (reproductive health) education	OBJECTIVE 3, 4	COG: understanding AFECT: organization PSYCHO: perception
7	Gap analysis in health education- health education beyond theories	OBJECTIVE 2, 3, 4	COG: understanding AFECT: organization PSYCHO: perception
8	Health education and promotion code of ethics	OBJECTIVE 4	COG: understanding AFECT: organization PSYCHO: perception
*	Learning domains: Cognitive (COG) including creating, evaluating, analyzing, applying and understanding taxonomies. Affective (AFECT) including internalizing values, organization, valuing, responding and receiving taxonomies. Psychomotor (PSYCHO) including origination, adaptation, complex overt response, mechanism, guided response, set and perception taxonomies.		

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