

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 (1)** and 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 (1)		
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 type="checkbox"/> Not required <input checked="" 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 develop and disseminate knowledge about health education and promotion models and inculcation of their sound application in practice.

The course objectives:

1. To familiarize the students with principles of learning theories.
2. To provide the students with the knowledge, skills, and dispositions necessary to apprehend relationship between health education and health literacy.
3. To familiarize the students with the population risk continuum.
4. To give the students an overview about breadth and complexity of intrapersonal health behaviour theories to be used in practice settings.

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
3. 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	Learning Principles	OBJECTIVE 1	COG: understanding AFECT: organization PSYCHO: perception
2	Interplay between health education and health literacy	OBJECTIVE 2	COG: understanding AFECT: organization PSYCHO: perception
3	Population risk continuum	OBJECTIVE 3	COG: understanding AFECT: organization PSYCHO: perception
4	Intrapersonal health education theories: the rational model	OBJECTIVE 4	COG: understanding AFECT: organization PSYCHO: perception
5	Intrapersonal health education theories: the health belief model	OBJECTIVE 4	COG: understanding AFECT: organization PSYCHO: perception
6	Intrapersonal health education theories: the extended parallel process model (EPPM)	OBJECTIVE 4	COG: understanding AFECT: organization PSYCHO: perception
7	Intrapersonal health education theories: the precaution adoption process model (PAPM)	OBJECTIVE 4	COG: understanding AFECT: organization PSYCHO: perception
8	Intrapersonal health education theories: the trans-theoretical model of change	OBJECTIVE 4	COG: understanding AFECT: organization PSYCHO: perception
*	<p>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.</p>		

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STUDENTS' COGNITIVE ABILITIES

