



Course Specification

(Bachelor)

Course Title: **Community Health and Community**

Course Code: **BIO-1311**

Program: **Bachelor of Science in Biology.**

Department: **Biology**

College: **Science**

Institution: **Imam Mohammad Ibn Saud Islamic University (IMSIU)**

Version: **01**

Last Revision Date: *Pick Revision Date.*

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A. Course Identification

1. Credit hours:	2 (2 Lectures + 0 Lab + 0 Tutorials).
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input type="checkbox"/> Others <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Level 5 / Third Year
4. Pre-requisites for this course (if any):	None.
5. Co-requisites for this course (if any):	None.

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	√	60%
2	Blended		
3	E-learning	√	10%
4	Distance learning		
5	Other	√	30%

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	Total	30

B. Course Objectives and Learning Outcomes

1. Course Description
2. Course Main Objective
<p>This course is planned and developed by a cooperative multi-disciplinary partnership of the College of Medicine and the community-based health services providers. The course is responsive to the evolving social and health systems of Saudi Arabia. It serves undergraduate students by providing community-centered learning experiences. The course utilizes active, self-directed, problem-based learning by presenting students with real cases and situations in the community. It is a longitudinal program consisting of three experiential parts, all integrated with the other curriculum components. The course includes tutorials & symposia in the community, and field visits in the community. Also integral to the course is the Community Oriented Research Project, wherein students undertake a field research project that explores relevant community health issues, such as prevalence of disease and illness and factors affecting them.</p>





3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Define the integrative role of the physician in health and healthcare.	1.1
1.2	Develop supportive attitudes about health concerns of communities.	1.1-1.2
1.3	Acquire scientific perspectives and efficacious methods of intervention capable of producing changes in the health status of individuals and communities.	
1...		
2	Skills :	
2.1	Acquire bio-psychosocial knowledge, skills, and attitudes about the range of appropriate, effective and affordable approaches to the health of individuals and communities.	2.1
2.2	Master the skills of conducting proper scientific research relevant to common health problems in the community.	2.1-2.2
2.3	Acquire a fundamental grounding in a range of individual and community health and illness dimensions preparatory for the Community Clerkship Experience.	2.1-2.2
2...		
3	Values:	
3.1	Work appropriately as an efficient team member.	3.1-3.2
3.2	Exhibit leadership qualities when dealing with issues that require these qualities.	3.3
3.3	Act ethically & with utmost responsibility in situations that require these attributes.	3.2-3.3
3...		

C. Course Content

No	List of Topics	Contact Hours
1	Community health	2
2	The determinants of health	2
3	Personal health and fitness	1
4	Nutrition and healthy eating	2
5	The structure of the healthcare system in Saudi Arabia	2
6	The relationship between health and the social and physical determinants of health	2
7	Disease prevention and control	2
8	Prevention of substance use and abuse (alcohol, tobacco, drugs)	2
9	The role of Ministry of Education in promoting school health	1
10	The most common health problems among school children	2
11	The screening programs in school health	2
12	Safety and injury prevention	2
13	The most common health related occupational problems in the community	2
14	Introduction to WHO	1
15	Primary Health Care	2
16	Occupational and Environmental health	1





17	Prevention of Tobacco abuse	1
18	Community Mental Health	1
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Define the integrative role of the physician in health and healthcare.	Three hours weekly contain lectures.	Students will be evaluated on their ability to present complete solutions to problems.
1.2	Develop supportive attitudes about health concerns of communities.	Two hours weekly of Laboratory devoted to experiments. Self-Study including work on work sheets.	Performance must include class examinations and homework assignments
1.3	Acquire scientific perspectives and efficacious methods of intervention capable of producing changes in the health status of individuals and communities.		
2.0	Skills		
2.1	Acquire bio-psychosocial knowledge, skills, and attitudes about the range of appropriate, effective and affordable approaches to the health of individuals and communities.	Self-study is an important method for students' learning.	Questions in Lectures.
2.2	Master the skills of conducting proper scientific research relevant to common health problems in the community.	Introduce some concepts by examples from real-life problems.	Participation through class work and Homework.
2.3	Acquire a fundamental grounding in a range of individual and community health and illness dimensions preparatory for the Community Clerkship Experience.	Motivate students to work cooperatively with their class mates to develop individual skills.	Short Quizzes and Exams.
3.0	Values		
3.1	Work appropriately as an efficient team member.	PBL tutorials & seminars.	Laboratory reports writing.
3.2	Exhibit leadership qualities when dealing with issues that require these qualities.	Student-centered role playing and practical session.	Laboratory performance and reports.



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.3	Act ethically & with utmost responsibility in situations that require these attributes.	Student-centered role playing and practical session.	Laboratory performance and reports.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm 1	Around 6 th -7 th week	15%
2	Midterm 2	Around 11 th -12 th week	15%
3	Quizzes, Attendance, Participation, Home works.	All the semester	10 %
4	Lab reports.	All the semester	5%
5	Lab Exam.	Around 15 th week	15 %
6	Final Exam.	Around 15 th -16 th week	40 %
7			
8			

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Faculty and teaching staff involved in this course will prepare office hours tables and affix them in the doors of their offices and make themselves available during the times specified in those tables to mentor and advice students.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	<ul style="list-style-type: none"> Promoting Health Through Schools .World Health Organization Global School Health Initiative, Latest Edition. Improving School Health Programs: Barriers and Strategies. WHO/HPR/HEP/96.2 Geneva, Latest Edition. (This document can be obtained from: WHO Publications Center, 49 Sheridan Ave., Albany, NY 12210, Tel: 1-800-877-2693, 1-518(436-9686), Fax: 518-436-7433.
Essential References Materials	
Electronic Materials	<ul style="list-style-type: none"> Eva Marx, Susan Frelink Wooley, and Daphne Northrop, editors. Health Is Academic: A Guide To Coordinated School Health Programs. January Latest Edition. http://www.schoolhealth.org/.





	<ul style="list-style-type: none"> • http://www.healthinschools.org/home.asp. National Standards for School Health • Education: http://www.ericfacility.net/databases/ERIC_Digests/ed387483.html
Other Learning Materials	None

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Each classroom is equipped with PC and retro projector with a maximum of 30 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	The computers are equipped with different software's and connected to data show.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
At the end of the course each student will complete an evaluation form which it will be used by the faculty to evaluate the course feedback and the instructor.	Students	Direct
At the end of each semester the course coordinator completes a report, including a summary of student questionnaire responses appraising progress and identifying changes that need to be made if necessary.	Course coordinator	Direct
Reviewing the course reports submitted at the end of each semester.	Peer Reviewer	Indirect
Follow up of faculty members by specialized committees devoid of bias and criticism.	Specialized committees	Indirect
Check a sample of marking by independent faculty member.	Faculty	Indirect



Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Head of biology department
Reference No.	
Date	

