

COURSE DESCRIPTIONS

Faculty	Technical College				
Department	Allied Medical Sciences	NQF level	6		
Course Title	Health Education	Code	60400132	Prerequisite	-
Credit Hours	2	Theory	2	Practical	-
Course Leader	Bushra AL Omoush	email	b.alamoush.jadara.edu.jo		
Lecturers	Bushra AL Omoush Luma Alomari Ghadeer Alzboon	emails	b.alamoush@jadara.edu.jo l.alomari@jadara.edu.jo g.alzboon@jadara.edu.jo		
Lecture time	10:30-11:30 Sun 10:00-11:00 Thu	Classroom	C208	Attendance	Fulltime
Semester	2 nd semester	Producti on	3/2026	Updated	3/2026
Type of Teaching	☐ Face to Face ☒ Blended ☐ Online				

Short Description

This course introduces the fundamental principles and skills of health education across different age groups and healthcare settings. It focuses on the relationship between health and behavior, communication strategies, and the design and implementation of health education programs to improve individual and community health.

Course Objectives

1. Understand the concept and importance of health education.
2. Explain the relationship between health and human behavior.
3. Identify principles and methods of effective health education.
4. Apply communication skills in healthcare settings.
5. Design simple health education programs and messages.
6. Evaluate the role of healthcare providers in health promotion.

Course Intended Learning Outcomes (CILOs)

A. Knowledge - Theoretical Understanding

- a1. Understand the concept and importance of health education.
- a2. Explain the relationship between health and human behavior.

B. Knowledge - Practical Application

- a3. Identify principles and methods of effective health education.

C. Skills - Generic Problem Solving and Analytical Skills

b1. Apply communication skills in healthcare settings.
D. Skills - Communication, ICT, and Numeracy
b2. Design simple health education programs and messages.
E. Competence: Autonomy, Responsibility, and Context
c1. Evaluate the role of healthcare providers in health promotion.
Teaching and Learning Methods
☒ Face to Face Lectures ☒ Brainstorming ☐ Synchronous remote ☐ Asynchronous remote ☒ Presentation ☒ Discussions ☐ Research Project ☐ Case Study ☐ Field visit ☒ Problem solving
Assessment Methods
☐ Formative Assessment ☒ Quiz ☐ Lab Exam ☒ Homework ☐ Project Assessment ☐ Oral Presentation ☒ Midterm ☒ Final Exam

Course Contents					
Week	Hours	CILOs	Topics	Teaching & Learning Methods	Assessment Methods
1.	1	a1, a2,b1	Unit1: Foundation of Professional health practice - Overview of the historical, social, political, and economic factors that influenced the development of healthcare professions. - Key figures and major events that contributed to the evolution of professional health roles across different disciplines.	- Face to Face lectures - Brainstorming - Presentation - Discussions - Problem solving	Homework Quiz Midterm Final exam
2.	2	a1, a2	Unit2: Health Education - Definition of Health Education - Aims and Objectives of Health Education - Importance of Health Education	- Face to Face lectures - Brainstorming - Presentation - Discussions - Problem solving	Homework Quiz Midterm Final exam
3.	2	a3, b1,c1	Unit2: Health Education - Comparison of Health Education and Counseling - Principles of Health Education - Important Areas for Health Education	- Face to Face lectures - Brainstorming - Presentation - Discussions - Problem solving	Homework Quiz Midterm Final exam
4.	2	a2, a3,b1	Unit 3: Health Behavior and Behavior Change - Concepts of health-promoting behaviors - Stages of health behavior change. - Approaches to health education	- Face to Face lectures - Brainstorming - Presentation - Discussions - Problem solving	Homework Quiz Midterm Final exam
5.	2	a2,b1,b2	Unit 3: Health Behavior and Behavior Change Types of motivational appeals in health messages	- Face to Face lectures - Brainstorming - Presentation	Homework Quiz

			- Factors influencing health and behavior - Steps in the behavior change process	- Discussions - Problem solving	Midterm Final exam
6.	2	a3,b1, c1	Unit 4: Health Promotion - Steps in Planning of Health Education Program - Health Promotion - Basic Strategies for Health Promotion	- Face to Face lectures - Brainstorming - Presentation - Discussions - Problem solving	Homework Quiz Midterm Final exam
7.	2	a2,b2, c1	Unit 4: Health Promotion - Relation between Communication, Health Education and Health Promotion - Conducting Health Education and Health Promotion in Different Settings	- Face to Face lectures - Brainstorming - Presentation - Discussions - Problem solving	Homework Quiz Midterm Final exam
Midterm Exam					
8.	2	a1, b2,c1	Unit 5: Communication for health - Definition of Communication - The Process of Communication - Verbal and Non-verbal Communication - Formal and Informal Communication	- Face to Face lectures - Brainstorming - Presentation - Discussions - Problem solving	Homework Quiz Midterm Final exam
9.	2	a1,a3, b2	Unit 5: Communication for health - One-way and Two-way Communication - Methods of Communication - Media of Communication - Concept of Information Education and Communication (IEC) for Health	- Face to Face lectures - Brainstorming - Presentation - Discussions - Problem solving	Homework Quiz Midterm Final exam
10.	2	a3,b2	Unit 6: Effective Health Communication - Effective Communication - Skills for Effective Communication 3. Interpersonal Methods of Communication - Mass Media Methods of Communication	- Face to Face lectures - Brainstorming - Presentation - Discussions - Problem solving	Homework Quiz Midterm Final exam
11.	2	b1,b2, c1	Unit 6: Effective Health Communication - Equipment for Mass Media Communication - Barriers to Communication - Barriers in Communicating with Person with disabilities (PWDs) - Some Tips for Achieving Effective Communication	- Face to Face lectures - Brainstorming - Presentation - Discussions - Problem solving	Homework Quiz Midterm Final exam
12.	2	a3,b1,	Unit 7: Determinants of Learning The Educator's Role in Learning	- Face to Face lectures - Brainstorming	Homework Quiz

		c1	- Assessment of the Learner - Assessing Learning Need	- Presentation - Discussions - Problem solving	Midterm Final exam
13.	2	a3,b2, c1	Unit 8: Teaching Method and Settings - Teaching Methods - Settings for Teaching	- Face to Face lectures - Brainstorming - Presentation - Discussions - Problem solving	Homework Quiz Midterm Final exam
Final Exam					

Infrastructure	
Textbook	Bastable, S. B., Sopczyk, D. L., Gramet, P. R., & Jacobs, K. (2019). Health professional as educator: Principles of teaching and learning (2nd ed.). Jones & Bartlett Learning.
References	- Masters, K. (2015). Role development in professional nursing practice (3rd ed.). Jones & Bartlett Learning. - Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2015). Health behavior: Theory, research, and practice (5th ed.). Jossey-Bass. - Edelman, C. L., & Kudzma, E. C. (2021). Health promotion throughout the life span (10th ed.). Elsevier. - Nutbeam, D., & Harris, E. (2010). Theory in a nutshell: A practical guide to health promotion theories (3rd ed.). McGraw-Hill. - Scriven, A., & Orme, J. (Eds.). (2022). Health Promotion: Professional Perspectives (3rd ed.). Red Globe Press
Required reading	Central Board of Secondary Education(2020). Health Education, public Relation and Public Health.
Electronic materials	- World Health Organization (WHO) – Health Promotion https://www.who.int/health-topics/health-promotion - Centers for Disease Control and Prevention (CDC) – Health Communication https://www.cdc.gov/healthcommunication/ 1 Health Education Open Textbook – University of Hawaii Pressbooks https://pressbooks-dev.oer.hawaii.edu/health/ - OpenStax – Health Textbooks https://openstax.org/subjects/science - MedlinePlus – Health Topics & Patient Education https://medlineplus.gov
Other	Case studies, class presentation, and lecture material.

Course Assessment Plan								
Assessment Method		Grade	CILOs					
			a1	a2	a3	b1	b2	c1
First (Midterm)		30	8	7	5	5	3	2
Second (if applicable)		-	-	-	-	-	-	-
Final Exam		40	9	7	5	8	6	5
Coursework		30						
Cour sewo	Assignments	-	-	-	-	-	-	-
	Case study	-	-	-	-	-	-	-

	Discussion and interaction	-	-	-	-	-	-	-
	Group work activities	-	-	-	-	-	-	-
	Lab tests and assignments	-	-	-	-	-	-	-
	Presentations	-	-	-	-	-	-	-
	Quizzes	30	5	5	5	5	5	5
Total		100	22	19	15	18	14	12

Plagiarism
Plagiarism is claiming that someone else's work is your own. The department has a strict policy regarding plagiarism and, if plagiarism is indeed discovered, this policy will be applied. Note that punishments apply also to anyone assisting another to commit plagiarism (for example by knowingly allowing someone to copy your code). Plagiarism is different from group work in which a number of individuals share ideas on how to carry out the coursework. You are strongly encouraged to work in small groups, and you will certainly not be penalized for doing so. This means that you may work together on the program. What is important is that you have a full understanding of all aspects of the completed program. In order to allow proper assessment that this is indeed the case, you must adhere strictly to the course work requirements as outlined above and detailed in the coursework problem description. These requirements are in place to encourage individual understanding, facilitate individual assessment, and deter plagiarism.