

In the name of God
Course plan
Department of Health Education & Health Promotion
Kermanshah University of Medical Sciences

Topic: Applied technology in health education and health promotion (1)

Audience: Master students of health education (entry October 2021) - the first semester of the academic year 2021-2022

The number of units (credit point) (or the teacher's share of the unit): 2 units including 1 theoretical unit and 1 practical unit

Questioning time: It is possible every working day virtually through whatsapp/skyp. Additionally, face-to-face meeting is possible according to the given coordinator's schedule organized via email. Also, the last 10 minutes of each session is allocated to question and answer.

Time: (day, hour and semester): Semester 1; 2021-2022, Saturdays from 8to10AM

Coordinator (Lecturer): Dr. Soraya Siabani (MD, PhD in Health Promotion, Assistant Professor at the Department of Health Education and Health Promotion; Faculty of Health; Kermanshah University of Medical Sciences and Health Services)

Prerequisite course: no prerequisite

Course Overview:

Applied technology (1) in health education and health promotion is one of the specific and mandatory courses in the field of health education that deals with strategies and areas of learning and modern educational technologies. This course empowers health education students to understand educational methods and how producing, applying and evaluating media.

General purpose of the course:

To familiar the targeted students with the history, goals and definitions of educational technology, areas and design of educational programs, including needs assessment, determining educational goals, producing content and educational messages, choosing educational methods, preparing lesson plans for a training session, determining strategies and activities or programs Operations, schedules, types of evaluation and its indicators, and preparation of an educational program, students perform their activities using media facilities

General objectives of the sessions in the theoretical course

- Familiarity with history, definition and the basic concepts of educational technology
- Familiarity with the importance and goals of educational technology
- Familiarity with the educational planning and its importance
- Familiarity with educational planning models (e.g. WHO 2012 integrated model, Harden 10-step model)
- Familiarity with educational planning stages include: determining the problem and choosing the subject of educational planning - needs assessment (designing measures of knowledge, attitude and behavior), developing educational goals (Main goal, objectives and specific/behavioral goals), content production including: Definition of educational message and information in the field of health, design principles, educational texts and information in the field of health, principles of design of audio-visual messages, application of behavioral, cognitive and constructivist approaches in designing health education and health promotion messages, adapting the message to Target population and educational environment, pre-test and finalization
- Determine program strategies and activities
- Choice of training method
- Prepare an action plan
- Prepare a lesson plan for a training session
- Schedule the timetable
- Program evaluation (definition of evaluation, formative evaluation, summative evaluation, comprehensive evaluation methods and educational materials, important criteria for student evaluation and program evaluation)

Specific/behavioral goals of the session in the theoretical unit: (for 8 theoretical sessions)

Session 1

Objective: History of Educational Technology, Importance and Objectives of Educational Technology, Definitions and Terms of Education and Learning and Basic Concepts of Educational Technology

At the end of this session the student should be able to:

- Know the history of educational technology
- Explain the importance of educational technology
- Describe the goals of educational technology
- Define the basic concepts of educational technology
- Express the importance of educational planning

Session 2

Objective: Educational planning models

At the end of this session the student should be able to:

- Recognize educational planning models.
- Explain the appropriateness of the application modeling model
- With training planning models such as (WHO 2012 integrated model, 10-step Harden model)
- Be familiar
- Determine the health problem and choose the subject of educational planning

Session 3

Objective: The need for educational training

At the end of this session the student should be able to:

- Know the needs assessment method (design of measures in the areas of awareness, attitude and behavior)
- Formulate the goals (general goal, intermediate and partial goals, specific goals) of a program
- Define the educational message and information in the field of health

Session 4

Objective: setting different types of educational goals (mission, general goals, intermediate and partial goals, specific goals/objectives)

At the end of this session the student should be able to:

- Know how to set goals and types of goals
- Know the difference between general goals, intermediate and partial goals and special educational goals
- Provide examples of objectives (general purpose, intermediate and partial objectives, specific objectives)

Session 5 &6

Objective: content production

At the end of this session the student should be able to:

- Be familiar with the educational message and information in the field of health
- Know the design, educational texts and information in the field of health
- List the design of audio-visual messages
- Familiar with the application of behavioral, cognitive and constructivist approaches in designing health education messages
- Explain the adaptation of the message to the target population and educational environment, pre-test and finalization

Session 7

Objective: Developing the strategies and activities of the program

At the end of this session the student should be able to:

- Define the strategies and activities of the program
- Explain how to use the strategies and activities of the program.

Session 8

Objective: Familiarity with choosing an educational method

At the end of this session the student should be able to:

- List educational methods
- Explain the appropriateness of using teaching methods
- Describe the advantages and disadvantages of various training strategies and methods

Session 9

Objective: to prepare an action plan, lesson plan for a training session and Bern schedule

At the end of this session the student should be able to:

- Design an action plan
- Prepare a lesson plan for a training session
- Design an application schedule

Session 10

Objective: to evaluate the operational plan

At the end of this session the student should be able to:

- Define evaluation
- Know the types of evaluation methods
- Explain the goals of preliminary, formative and tea evaluations
- Know the evaluation methods and strategies and give examples for each one

The practical part of the course:

The candidates must select a health education topic in a real setting or a hypothetical field, develop a course plan (including all those things learned in the class, and presents it to the class so that in this practical work, students would demonstrate what they have learned the theory classes materials properly and apply them.

For this purpose, a WhatsApp group has been formed, which will be a place to guide students to do their practical work, along with face-to-face classes (called counseling with students). There will be at least 8 counseling sessions

References

1. Robert Bensley , Jodi Brookins-Fisher; Community Health Education Methods: A Practical Guide 3rd Edition, Jones & Bartlett Learning ,latest edition
2. Jourdan-Marsh. M, Health Technology Literacy: A Transdisciplinary Framework For Consumer-Oriented Practice, Johns and Bartlett Learning, latest edition
3. Cho.H, Health Communication Message Design, Sage, latest edition
4. James McKenzie, Brad Neiger; Rosemary Thackeray, Planning, Implementing, & Evaluating Health Promotion Programs: A Primer (7th Edition); Pearson ,latest edition
5. Glen Gilbert, Robin Sawyer, Elisa McNeill, Health Education: Creating Strategies For School & Community Health 4th Edition; Jones & Bartlett Learning ,latest edition
6. Susan Bastable, Pamela Gramet, Karen Jacobs, Deborah Sopczyk; Health professional as educator: Principles of teaching and learning, Jones & Bartlett Learning ,latest edition
7. Rukhsana.A, Benjaamin. R.B, Health Communication Mass Media: An Integrated Approach to Policy and Practice, Gower. latest edition

Teaching methods; a combination of the following methods is applied

- Lecture
- Problem base learning
- Problem solving
- Group discussion
- Conference presentation

Student assessment

Evaluation index	Evaluation method	درصد و نمره
Discipline, punctuality and responsibility	Present and absent	%5
Class tests	MCQ + writing	20%
Final exam	MCQ + writing	25%
Students' practical work	Oral presentation + project writing	50%
total		100%

Time table

list	Session topic	Professor/coordinator	Day and time	Educational tools used
1	Introduction, history of educational technology and the importance and goals of educational technology - Defining the basic concepts of educational technology and the importance of educational planning	Dr Soraya Siabani	Saturday 8 -10am	Internet Computer Mark pen Whiteboard Flash and CD in case of virtual class via Navid + Skype system)
2	Educational planning models (WHO 2012 integrated model, Harden 10-step model) - Educational planning steps - Determining the problem and choosing the subject of educational planning -	//	Saturday 8 -10am	//
3	Needs Assessment (Designing Measures of Areas of Awareness, Attitude and Behavior) - Determining Objectives (General Objective, Intermediate and Partial Objectives, Specific Objectives)	//	Saturday 8 -10am	//
4	Content production includes: definition of educational message and information in the field of health, design principles, educational texts and information in the field of health	//	Saturday 8 -10am	//
5	Principles of designing audio-visual messages, application of behavioral, cognitive and constructivist approaches in designing health education and health promotion messages, adapting the message to the target population and educational environment, pre-test and finalizer	//	Saturday 8 -10am	//
6	Determine program strategies and activities	//	Saturday 8 -10am	
7	Select training method and prepare an action plan	//	Saturday 8 -10am	//
8	Prepare a lesson plan for a training session	//	Saturday 8 -10am	

Rules and policies:

The participants/students are expected to:

- 1- Have a regular and accurate attendance at lesson sessions.
- 2- Turn off or off your cell phone in class
- 2- Actively participate in group discussions and educational activities.
- 3- In each session, be ready to answer the questions of the previous topic.
- 4- Use various scientific sources and websites to find up-to-date information about the topics.

Course coordinator: name and signature: Dr. Soraya Siabani

Department manager: Dr. Farzad Jalilian

Head of EDO Faculty: Dr. Roya Safari

Delivery Date: 12 September 2021

Has the lesson plan been developed for the first time? Yes

Approval of the department manager and signature: Dr. Farzad Jalilian