

T5. COURSE REPORT (CR) تقرير المقرر

A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator. A combined, comprehensive CR should be prepared by the course coordinator and the separate location reports are to be attached.

تقرير المقرر Course Report

For guidance on the completion of this template refer to the NCAAA handbooks.

Institution : Najran University	Date of CR:25/8/1438
College/ Department: Nursing college / community health nursing	

A. Course Identification and General Information:

1. Course title : Health Education	Code #326 EDU -2	Section # 59				
2. Name of course instructor : Rashida Abdu –elrahim Ibrahim	Location : Main female health science campus					
3. Year and semester to which this report applies .2 nd semester 1438						
4. Number of students starting the course?	12	Students completing the course? 10				
5. Course components (actual total contact hours and credits per semester): 2hours /week / semester						
	Lecture المحاضرة	Tutorial مجموعات صغيرة	Laboratory/ Studio المعمل/استوديو	Practical التطبيقي	Other: أخرى	Total الاجمالي
Contact Hours الساعات الفعلية	30					30
Credit الساعات المعتمدة	2					2

B. Course Delivery

1. Coverage of Planned Program			
Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
- Health concepts & definitions of health - Factors affecting health	2	2	
- Definition of:- a) health promotion	2	2	

b) health education c) health promotion aims			
- Some more ethical dilemmas - Making ethical decision	2	2	
- Who promotes health ? - National and international service.	2	2	
- Health education concepts and practice. - Practices of health education.	2	2	
- Characteristics of educational objectives	2	2	
- Characteristics of educational objectives.	2	2	
- Instructional materials	2	2	
- Instructional settings - Factors impacting on instructional settings	2	2	
- The basic planning and evaluation process. - Stages of planning	2	2	
- Identifying health promotion needs and priorities	2	2	
- Fundamental of communication.	2	2	
- Teaching practical	2	2	

skills. - Some principles of helping people to learn.			
- Working with groups. - Discussion skills	2	2	
- Helping peoples towards good health living	2	2	

2. Consequences of Non Coverage of Topics

For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.

All topics were covered

Topics (if any) not Fully Covered	Effectuated Learning Outcomes	Possible Compensating Action
None		

3. Course learning outcome assessment :

List course learning outcomes	List methods of assessment for each LO	Summary analysis of assessment results for each LO
Knowledge :		
k.1- Define the terms related to health, health promotion and health education	- written exam	65 % of the students get 60%
k.2- Identify the , goals , objectives , and approaches of health education.	- written exam	62% of the students get 60%
k.3- List the services which promotes health for individual, family & community	- written exam	62% of the students get 60%
k.4- List the services which promotes health for individual, family & community	- written exam	66% of the students get 60%

Cognitive skills :			
C.1- Discuss the ethical principles of health education & promotion	<ul style="list-style-type: none"> - Class activities - Written exam 	60% of the students get 60%	
C.2- Explain the advantages and disadvantages of health education methods.	<ul style="list-style-type: none"> - Class activities - Written exam 	55% of the students unable to get 60%	
C.3- Find out the barriers/limitations facing health education process.	<ul style="list-style-type: none"> - Class activities - Written exam 	60% of the students get 60%	
C.4- Differentiate the types, characteristics, role and importance of the appropriate health education media	<ul style="list-style-type: none"> - Class activities - Written exam 	58% of the students are unable to get 60%	
Intrapersonal skills and Responsibility:			
I1- Participate actively in class presentations.	<ul style="list-style-type: none"> - Active class participation - Students discussion - Observation - Assignment check list. 	75% of the students get 60%	
I2-Apply self-directed learning in specific assignments.	<ul style="list-style-type: none"> - Active class participation - Students discussion - Observation - Assignment check list. 	95% of the students get 60%	
Communication, Information Technology and Numerical skills :			
Com1-Effectively utilize information technology and internet.	<ul style="list-style-type: none"> - Observation. - Assignment and homework 	100% of the students get 60%	
Com2-Communicate effectively with teachers and Colleagues.	<ul style="list-style-type: none"> - Observation. - Assignment and homework 	62% of the students get 60%	

Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- Conduct a role-play strategy in order to help the students to understand the subject .
- Create a fun and effective learning atmosphere by simulation and friendly environment as possible .
- Explain why this course is necessary and important
- Improve the students skills as thinking, working in groups , problem solving & communication skills .
- Provide the students more opportunities to express their views and to be more active learners
- Start a lecture with a puzzle, question, paradox, picture, or cartoon on slide to focus on the day's topic in order to help the students for understanding.

4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

List Teaching Methods set out in Course Specification اكتب قائمة بأساليب التدريس المحددة في توصيف المقرر الدراسي	Were they Effective? هل كانت فعالة؟		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties. الصعوبات التي واجهتك (إن وجدت) أثناء تطبيق الاستراتيجيات والخطوات المقترحة للتعامل مع تلك الصعوبات
	No لا	Yes نعم	
- Lectures.		X	
- Group discussion	X		This strategy take a long time to implement and need extra time the course had only 2 credit hour per week ,which led to reduce participation to few groups Suggested Action Take half an hour per week from office hour to implement this strategy effectively
- Brain storming		X	
- Self learning		X	

- Problem solving.		X	
- Cooperative learning.		X	

Note: In order to analyze the assessment of student achievement for each course learning outcome, student performance results can be measured and assessed using a KPI, a rubric, or some grading system that aligns student work, exam scores, or other demonstration of successful learning.

C. Results النتائج

1. Distribution of Grades توزيع الدرجات

Letter Grade رمز التقدير	Number of Students عدد الطلبة	Student Percentage نسبة الطلبة	Analysis of Distribution of Grades تحليل توزيع الدرجات
A	-		No, student get grade A or B
B	-		
C	3	30%	Only 3 students get C 30% only
D	6	60%	6students get D 60.7 % only
F	1	10%	10% of the student failed
Denied Entry محروم			
In Progress مستمر			
Incomplete غير مكتمل	1		Student is absent in final exam
Pass ناجح			
Fail راسب			
Withdrawn منسحب	1		

2. Analyze special factors (if any) affecting the results **حلل العوامل الخاصة (إن وجدت) التي أثرت على النتائج**:
This table show only (10%) of the students are failed. this v.good result in relation to previous result in the 1st semester ,the students where responsive to instruction and have sense of responsibility, This confirming by the average grades of students in other similar courses in the same level (growth & development).

3. Variations from planned student assessment processes (if any) (see Course Specifications).

No variations

a. Variations (if any) from planned assessment schedule (see Course Specification)

Variation	Reason
None	

b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)

Variation	Reason
No variation	

4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).

Method(s) of Verification طريقة (طرق) التحقق	Conclusion النتيجة
<ul style="list-style-type: none"> - Re-check of grades validity by peer evaluator for the theory papers. <p>For practical exams usually done by committee that consists of 3 persons (course coordinator + 2 clinical instructors from the collage)</p>	<ul style="list-style-type: none"> - No errors had been reported as the exam was in form of MCQs.

D. Resources and Facilities **المصادر والمرافق**

<p>1. Difficulties in access to resources or facilities (if any)</p> <ul style="list-style-type: none"> -Limited books and journals in library related to the course. -No access to internet services. 	<p>2. Consequences of any difficulties experienced for student learning in the course.</p> <ul style="list-style-type: none"> - Difficulty in performance of the course activity.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

E. Administrative Issues

<p>1 Organizational or administrative difficulties encountered (if any)</p> <ul style="list-style-type: none"> - There is no budget for the program to develop and improve the learning resources. - There is no delegation of authority to have flexibility in taking decisions regarding the course (. 	<p>2. Consequences of any difficulties experienced for student learning in the course..</p> <p>The students are not able to make use of available resources</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------

F. Course Evaluation **تقييم المقرر الدراسي**

<p>1. Student evaluation of the course (Attach summary of survey results)</p> <p>1-Student evaluation of the course</p> <p>The total evaluation is excellent</p>
<p>a. List the most important recommendations for improvement and strengths -The average score is ranged between – 4.25 - 3.98</p> <p>-Students were satisfied by their achievement</p>
<p>b. Response of instructor or course team to this evaluation</p> <p>c. adding new content to the course</p> <p>d. using nontraditional teaching strategies</p>
<p>2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)</p>
<p>a. List the most important recommendations for improvement and strengths</p>
<p>b. Response of instructor or course team to this evaluation</p>

G. Planning for Improvement التخطيط للتطوير

1. Progress on actions proposed for improving the course in previous course reports (if any).			
Actions recommended from the most recent course report(s)	Actions Taken	Action Results	Action Analysis
- Encourage students to be an active learner and have a sense of responsibility.	- The actions were undertaken	- Course coordinator fails to make more than half of students to be an active learner and have a sense of responsibility.	- This may be attributed to cultural and personal factors
- Provide extra assignments ,measure progress of students and provide regular feedback	- The actions were not taken	- the students performed assignments but not in the desirable level	- Insufficient teaching recourses of the program (library and electronic learning lab) contributed to this problem.
- Improve the students' skills as thinking, working in groups, problem solving & communication skills.	- The actions were undertaken	- The level of satisfaction of the student were increase slightly but not reach to the optimal level	- The course coordinator will take this point in consideration in the next semester.
- Provide the students more opportunities to express their views.	- The actions were undertaken	- The students have more opportunities to express their views.	- The student more satisfied to the course and course coordinator when comparing with previous semester
2. List what other actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).			
<ul style="list-style-type: none"> - review content of the course - update the course specifications - using nontraditional teaching strategies 			

3. Action Plan for Improvement for Next Semester/Year				
Actions Recommended for further improvement	Intended Action Points (should be measurable)	Start Date	Completion Date	Person Responsible
- Improving teaching strategies to help the student in achieving course ILOs	- Use discussion rather than formal lectures .	1 st week	15 th week	Course coordinator
	- Create effective learning environment ,respect & rapport .			Course coordinator
	- Assessing students to plan for their study .			Course coordinator
	- Stress on the importance of the course .			Course coordinator
- Improving the course specification	- Conduct some modification in course specification.	3 rd week	10 th week	Course coordinator
	- Send the course specification to external evaluator for revision			Program coordinator
	- Make the modification of external evaluator			Course coordinator
- Develop and increase learning resources.	- Supplying the library with updated books and journals	1 st week	15 th week	Program coordinator
	- Activating the services of electronic learning lab			Program coordinator

Name of Course Instructor **Rashida Abdu-elrahim Ibrahim**

Signature : 

Date Report Completed : 1/9/1438

Program Coordinator : **Dr. Nahid Khalil**

Signature : _____ Date Received : _____



