

Course Description 2025-2026

1.Course Name:
Health Promotion
2.Course Code:
WNR-41-04
3.Semester / Year:
Fourth Stage/First Semester
4.Description Preparation Date:
20/9/2025
5.Available Attendance Forms:
In-person lectures (attendance forms)
6.Number of Credit Hours (Total) / Number of Units (Total)
(2) hours Weekly Of (15) weeks. Theory (30) hrs.
7.Course administrator's name (mention all, if more than one name)
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8.Course Objectives

- Identify the concepts, principles, and definitions of health and health promotion.
- Review models of health and disease.
- Discuss models of health promotion.
- Understand the levels of health measurement and health promotion.
- Distinguish between health promotion and health protection.
- Describe the stages of health behavior change.
- Apply health promotion and disease prevention approaches.
- Develop skills in delivering health promotion interventions to various population groups (infants, toddlers, preschoolers, school-aged children, adolescents, and the elderly).
- Utilize the nursing process in health promotion and nursing management.
- Appreciate the importance of integrating health promotion goals and values into nursing practice.
- Recognize the role of nurses in contributing to improving and maintaining population health.
- Demonstrate a commitment to promoting and protecting the health of various population groups.
- Develop a sense of responsibility and ethical practices in health promotion.

1. Teaching and Learning Strategies

Strategy

- Theoretical lectures.
- Discussions.
- Reports.
- Seminars.

2. Course Structure

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Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2T	☑ Identify concepts, principles, and definitions of health and health promotion. ☑ Differentiate between health promotion and health protection.	Introduction to Health Promotion	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
2	2T	☐ Apply approaches to health promotion and disease prevention. ☐ Distinguish between personal and community approaches to health promotion.	Approaches to Health Promotion and Disease Prevention	- Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
3	2T	Overview models of health and illness, including the health-illness continuum model, health belief model, holistic health model, and health promotion model.	Models of Health and Illness	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
4	2T	☑ Understand the stages of health behavior changes (precontemplation, contemplation, preparation, action, maintenance, and termination). ☑ Discuss the levels of measurement of health and health promotion.	Measurement of Health and Health Promotion	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
5	Mid-term exam. No 1				
6	2T	Recognize the role of nurses in health promotion activities	Nurses' Role in Health Promotion	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
7	2T	Develop strategies for promoting and protecting the health of infants, toddler, and preschool populations	Promoting and Protecting the Health of Infant, Toddler and Preschool Population	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
8	2T	Develop strategies for promoting and protecting the health of school-aged and adolescent populations.	Promoting and Protecting the Health of School-aged and Adolescent Population	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.

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9	2T	Develop strategies for promoting and protecting the health of older adult populations.	Promoting and Protecting the Health of Older Adult Populations	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
10	Mid-term exam. No 2				
11	2T	Describe what the term "vulnerable populations" means. Describe and explain a conceptual model of vulnerability. Discuss the effects of vulnerability and relative risk. Differentiate between the concepts of social capital and human capital.	Working with Vulnerable People	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
12	2T	Discuss and apply various health promotion models	Health Promotion Models	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
13	2T	Differentiate between personal and community approaches to health promotion	Approaches to Health Promotion.	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
14	2T	Describe the stages of health behavior changes.	Stages of Health Behavior Changes.	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.

3. Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100)
Scores	Evaluation methods	Scores	Evaluation methods	-Very Good (80-less than 90)
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	-Good (70-less than 80)
2%	Seminars	10%	Second-midterm exam	

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2%	Reports	70%	Final theoretical exam	-Fair (60-less than 70)
2%	Participation			-Acceptable (50-less than 60) - Fail (less than 50)
10%		90%		

4. Learning and Teaching Resources

Required textbooks	"Health Promotion in Nursing Practice" (7th Edition), by Nola J. Pender, Carolyn L. Murdaugh, and Mary Ann Parsons, published in 2019. "Health Promotion Throughout the Life Span" (9th Edition), by Edith Maville and Janice E. Huerta, published in 2020. "Introduction to Community and Public Health" (6th Edition), by Manoj Sharma and Paul W. Branscum, published in 2019. "Foundations of Health Promotion and Education" (6th Edition), by Ralph Hingson and Jonathan Howland, published in 2018.
Electronic References, Websites	• World Health Organization (WHO) Health Promotion website: https://www.who.int/health-topics/health-promotion (accessed on May 23, 2023) • Centers for Disease Control and Prevention (CDC) Health Promotion website: https://www.cdc.gov/healthpromotion/index.html (accessed on May 23, 2023) • National Institutes of Health (NIH) Health Promotion resources: https://www.nih.gov/health-information/health-promotion (accessed on May 23, 2023) • Health Promotion Journal of Australia: https://onlinelibrary.wiley.com/journal/18361980 (accessed on May 23, 2023) • Health Promotion International journal: https://academic.oup.com/heapro (accessed on May 23, 2023) • The Community Guide (from the CDC): https://www.thecommunityguide.org/ (accessed on May 23, 2023)

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- Healthy People 2030 (from the U.S. Department of Health and Human Services): <https://health.gov/healthypeople> (accessed on May 23, 2023)

End of program student learning outcomes (EPSLO)	Course Learning outcomes	the Link to EPSLO
Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice. EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.” EPSLO-4 Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions. <u>Values</u> EPSLO-8: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care.	• Identify the concepts, principles, and definitions of health and health promotion. • Review models of health and disease.	EPSLO-1:
	• Discuss models of health promotion. • Understand the levels of health measurement and health promotion.	EPSLO-5: EPSLO-6:
	• Distinguish between health promotion and health protection. • Describe the stages of health behavior change. • Apply health promotion and disease prevention approaches.	EPSLO-3: EPSLO-7:
	• Develop skills in delivering health promotion interventions to various population groups (infants, toddlers, preschoolers, school-aged children, adolescents, and the elderly).	EPSLO-3: EPSLO-4:
	• Utilize the nursing process in health promotion and nursing management. • Appreciate the importance of integrating health promotion goals and values into nursing practice.	EPSLO-3: EPSLO-7:
	• Recognize the role of nurses in contributing to improving and maintaining population health.	EPSLO-4: EPSLO-10:
	• Appreciate the importance of integrating health promotion goals and values into nursing practice. • Recognize the role of nurses in contributing to improving and maintaining population health.	EPSLO-3:
	• Demonstrate a commitment to promoting and protecting the health of various population groups. • Develop a sense of responsibility and ethical practices in health promotion.	EPSLO-9:

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EPSLO-9: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. EPSLO-10: Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.		
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م. د علي عون جبر

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م. د حسام يوسف