

## Course Description 2025-2026

<b>1.Course Name:</b>
Health Promotion
<b>2.Course Code:</b>
WNR-41-04
<b>3.Semester / Year:</b>
Fourth Stage/Second Semester
<b>4.Description Preparation Date:</b>
30/1/2026
<b>5.Available Attendance Forms:</b>
In-person lectures (attendance forms)
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>
(2) hours Weekly Of (15) weeks. Theory (30) hrs.
<b>7.Course administrator's name (mention all, if more than one name)</b>
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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	<ul style="list-style-type: none"> <li>☑ Identify concepts, principles, and definitions of health and health promotion.</li> <li>☑ Differentiate between health promotion and health protection.</li> </ul>	Introduction to Health Promotion	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> </ul>	Quizzes, students' participation in the lecture, evaluation.
2	2T	<ul style="list-style-type: none"> <li>☐ Apply approaches to health promotion and disease prevention.</li> <li>☐ Distinguish between personal and community approaches to health promotion.</li> </ul>	Approaches to Health Promotion and Disease Prevention	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- seminars.</li> </ul>	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	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> </ul>	Quizzes, students' participation in the lecture, evaluation.
4	2T	<ul style="list-style-type: none"> <li>☑ Understand the stages of health behavior changes (precontemplation, contemplation, preparation, action, maintenance, and termination).</li> <li>☑ Discuss the levels of measurement of health and health promotion.</li> </ul>	Measurement of Health and Health Promotion	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> </ul>	Quizzes, students' participation in the lecture, evaluation.
5	<b>Mid-term exam. No 1</b>				
6	2T	Recognize the role of nurses in health promotion activities	Nurses' Role in Health Promotion	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> </ul>	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	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> </ul>	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	<ul style="list-style-type: none"> <li>-Lectures.</li> <li>- seminars.</li> </ul>	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	<b>Mid-term exam. No 2</b>				
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	<p>"Health Promotion in Nursing Practice" (7th Edition), by Nola J. Pender, Carolyn L. Murdaugh, and Mary Ann Parsons, published in 2019.</p> <p>"Health Promotion Throughout the Life Span" (9th Edition), by Edith Maville and Janice E. Huerta, published in 2020.</p> <p>"Introduction to Community and Public Health" (6th Edition), by Manoj Sharma and Paul W. Branscum, published in 2019.</p> <p>"Foundations of Health Promotion and Education" (6th Edition), by Ralph Hingson and Jonathan Howland, published in 2018.</p>
Electronic References, Websites	<ul style="list-style-type: none"> <li>• World Health Organization (WHO) Health Promotion website: <a href="https://www.who.int/health-topics/health-promotion">https://www.who.int/health-topics/health-promotion</a> (accessed on May 23, 2023)</li> <li>• Centers for Disease Control and Prevention (CDC) Health Promotion website: <a href="https://www.cdc.gov/healthpromotion/index.html">https://www.cdc.gov/healthpromotion/index.html</a> (accessed on May 23, 2023)</li> <li>• National Institutes of Health (NIH) Health Promotion resources: <a href="https://www.nih.gov/health-information/health-promotion">https://www.nih.gov/health-information/health-promotion</a> (accessed on May 23, 2023)</li> <li>• Health Promotion Journal of Australia: <a href="https://onlinelibrary.wiley.com/journal/18361980">https://onlinelibrary.wiley.com/journal/18361980</a> (accessed on May 23, 2023)</li> <li>• Health Promotion International journal: <a href="https://academic.oup.com/heapro">https://academic.oup.com/heapro</a> (accessed on May 23, 2023)</li> <li>• The Community Guide (from the CDC): <a href="https://www.thecommunityguide.org/">https://www.thecommunityguide.org/</a> (accessed on May 23, 2023)</li> </ul>

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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
<b>Knowledge</b> <b>EPSLO-1:</b> <b>Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession</b> <b>EPSLO-2:</b> Engage in <b>lifelong learning and self-development</b> to continuously improve nursing practice. <b>EPSLO-3:</b> Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.” <b>EPSLO-4</b> <b>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.</b>  <u><b>Values</b></u>  <b>EPSLO-8:</b> Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care.	<ul style="list-style-type: none"> <li>• Identify the concepts, principles, and definitions of health and health promotion.</li> <li>• Review models of health and disease.</li> </ul>	<b>EPSLO-1:</b>
	<ul style="list-style-type: none"> <li>• Discuss models of health promotion.</li> <li>• Understand the levels of health measurement and health promotion.</li> </ul>	<b>EPSLO-5:</b> <b>EPSLO-6:</b>
	<ul style="list-style-type: none"> <li>• Distinguish between health promotion and health protection.</li> <li>• Describe the stages of health behavior change.</li> <li>• Apply health promotion and disease prevention approaches.</li> </ul>	<b>EPSLO-3:</b> <b>EPSLO-7:</b>
	<ul style="list-style-type: none"> <li>• Develop skills in delivering health promotion interventions to various population groups (infants, toddlers, preschoolers, school-aged children, adolescents, and the elderly).</li> </ul>	<b>EPSLO-3:</b> <b>EPSLO-4:</b>
	<ul style="list-style-type: none"> <li>• Utilize the nursing process in health promotion and nursing management.</li> <li>• Appreciate the importance of integrating health promotion goals and values into nursing practice.</li> </ul>	<b>EPSLO-3:</b> <b>EPSLO-7:</b>
	<ul style="list-style-type: none"> <li>• Recognize the role of nurses in contributing to improving and maintaining population health.</li> </ul>	<b>EPSLO-4:</b> <b>EPSLO-10:</b>
	<ul style="list-style-type: none"> <li>• Appreciate the importance of integrating health promotion goals and values into nursing practice.</li> <li>• Recognize the role of nurses in contributing to improving and maintaining population health.</li> </ul>	<b>EPSLO-3:</b>
	<ul style="list-style-type: none"> <li>• Demonstrate a commitment to promoting and protecting the health of various population groups.</li> <li>• Develop a sense of responsibility and ethical practices in health promotion.</li> </ul>	<b>EPSLO-9:</b>

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<p><b>EPSLO-9:</b></p> <p>Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care.</p> <p><b>EPSLO-10:</b></p> <p>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.</p>		
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مدرس المادة

رئيس الفرع

*Dr. Ali Obaidi*



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م. د حسام يوسف