

Course Description 2025-2026

1.Course Name:
Health Promotion
2.Course Code:
WNR-41-04
3.Semester / Year:
Fourth Stage/Second Semester
4.Description Preparation Date:
30/1/2026
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	<ul style="list-style-type: none">- Theoretical lectures.- Discussions.- Reports.- Seminars.
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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"> <input checked="" type="checkbox"/> Identify concepts, principles, and definitions of health and health promotion. <input checked="" type="checkbox"/> Differentiate between health promotion and health protection. 	Introduction to Health Promotion	<ul style="list-style-type: none"> -Lectures. - seminars. 	Quizzes, students' participation in the lecture, evaluation.
2	2T	<ul style="list-style-type: none"> <input type="checkbox"/> Apply approaches to health promotion and disease prevention. <input type="checkbox"/> Distinguish between personal and community approaches to health promotion. 	Approaches to Health and Disease Prevention	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> -Lectures. - seminars. 	Quizzes, students' participation in the lecture, evaluation.
4	2T	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Understand the stages of health behavior changes (precontemplation, contemplation, preparation, action, maintenance, and termination). <input checked="" type="checkbox"/> Discuss the levels of measurement of health and health promotion. 	Measurement of Health and Health Promotion	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -Lectures. - seminars. 	Quizzes, students' participation in the lecture, evaluation.
7	2T	Develop strategies for promoting and protecting the health of infant, toddler, and preschool populations	Promoting and Protecting the Health of Infant, Toddler, and Preschool Population	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<p>Describe what the term "vulnerable populations" means.</p> <p>Describe and explain a conceptual model of vulnerability.</p> <p>Discuss the effects of vulnerability and relative risk.</p> <p>Differentiate between the concepts of social capital and human capital.</p>	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			<p>-Excellent (90-100)</p> <p>-Very Good (80-less than 90)</p> <p>-Good (70-less than 80)</p>	
Scores	Evaluation methods	Scores	Evaluation methods			
4%	Daily Quizzes	10%	First-Mid-term theoretical exam			
2%	Seminars	10%	Second-midterm exam			

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2%	Reports	70%	Final theoretical exam	-Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
2%	Participation			
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"> • 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	<ul style="list-style-type: none"> • Identify the concepts, principles, and definitions of health and health promotion. • Review models of health and disease. 	EPSLO-1:
EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice.	<ul style="list-style-type: none"> • Discuss models of health promotion. • Understand the levels of health measurement and health promotion. 	EPSLO-5: EPSLO-6:
EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs."	<ul style="list-style-type: none"> • 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:
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.	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • 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:
<u>Values</u> EPSLO-8: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care.	<ul style="list-style-type: none"> • Recognize the role of nurses in contributing to improving and maintaining population health. 	EPSLO-4: EPSLO-10:
	<ul style="list-style-type: none"> • 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. 	EPSLO-3: EPSLO-9:

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

فرع تمريض
صحة المجتمع



Dr.AliObaidi

م. د علي عون جبر

م. د حسام يوسف