

<b>1.Course Name:</b>
Health Promotion
<b>2.Course Code:</b>
WNR-41-04
<b>3.Semester / Year:</b>
Fourth Stage/First Semester
<b>4.Description Preparation Date:</b>
1/10/2024
<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 0f (15) weeks. Theory (30) hrs.
<b>7.Course administrator's name (mention all, if more than one name)</b>
Name: Hussam Y. Youssef Email: <a href="mailto:hussam.yousif@uowa.edu.iq">hussam.yousif@uowa.edu.iq</a>
<b>8.Course Objectives</b>

- ☐ Identify concepts, principles, and definitions of health and health promotion.
- ☐ Overview models of health and illness.
- ☐ Discuss health promotion models.
- ☐ Understand levels of measurement of health and health promotion.
- ☐ Differentiate between health promotion and health protection.
- ☐ Describe the stages of health behavior changes.
- ☐ Apply approaches to health promotion and disease prevention.
- ☐ Develop skills in delivering health promotion interventions for different populations (infants, toddlers, preschoolers, school-aged children, adolescents, and older adults).
- ☐ Utilize the nursing process in health promotion and nursing management.
- ☐ Appreciate the importance of embedding health promotion aims and values within nursing practice.
- ☐ Recognize the role of nurses in contributing to the improvement and maintenance of population health.
- ☐ Demonstrate a commitment to promoting and protecting the health of diverse populations.
- ☐ Foster a holistic and person-centered approach to health promotion.
- ☐ Develop a sense of responsibility and ethical practice in the field of health promotion.

## 9. Teaching and Learning Strategies

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| <b>Strategy</b> | <ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> <li>- Seminars.</li> </ul> |
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<b>10.Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	2T	<input type="checkbox"/> Identify concepts, principles, and definitions of health and health promotion. <input type="checkbox"/> Differentiate between health promotion health protection.	Introduction to Health Promotion	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
2	2T	<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 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	<input type="checkbox"/> Understand the stages of health behavior changes (precontemplation, contemplation, preparation, action, maintenance, and termination). <input type="checkbox"/> 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	<b>Mid-term exam. No 1</b>				
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 infant, toddler, and preschool populations.	Promoting and Protecting the Health of Infant, Toddler, and Preschool Populations	-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 Populations	-Lectures. - seminars.	Quizzes, students' participation in the lecture, evaluation.
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	Apply the nursing process in health promotion and nursing management.	Nursing Process in Health Promotion and Nursing Management	-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.
<b>11.Course Evaluation</b>					
<b>Evaluation</b>					<b>Score standard</b>
<b>Formative</b>		<b>Summative</b>		-Excellent (90-100)  -Very Good (80-less than 90)  -Good (70-less than 80)  -Fair (60-less than 70)  -Acceptable (50-less than 60) - Fail (less than 50)	
<b>Scores</b>	<b>Evaluation methods</b>	<b>Scores</b>	<b>Evaluation methods</b>		
4%	Daily Quizzes	10%	First-Mid-term theoretical exam		
2%	Seminars	10%	Second-midterm exam		
2%	Reports	70%	Final theoretical exam		
2%	Participation				

10%	90%		
12.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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> Health Promotion International journal: <a href="https://academic.oup.com/heapro">https://academic.oup.com/heapro</a> (accessed on May 23, 2023)</li> <li><input type="checkbox"/> The Community Guide (from the CDC): <a href="https://www.thecommunityguide.org/">https://www.thecommunityguide.org/</a> (accessed on May 23, 2023)</li> <li><input type="checkbox"/> Healthy People 2030 (from the U.S. Department of Health and Human Services): <a href="https://health.gov/healthypeople">https://health.gov/healthypeople</a> (accessed on May 23, 2023)</li> </ul>		