

Republic of Iraq
Ministry of Higher Education & Scientific Research
Supervision and Scientific Evaluation Directorate
Quality Assurance and Academic Accreditation
International Accreditation Dept.

Academic Program Specification Form for the Academic Year 2021-2022

University: Baghdad
College: Nursing
Number of Departments in The College: (7) Departments (7) Scientific disciplines
Date of Form Completion: 10/6/2022

Dean's Name	Dean's Assistant for Scientific Affairs	The College Quality Assurance and University Performance Manager
Prof. Dr. Huda B. Hassen	Prof. Dr. Wissam Jabbar Qassim	Prof. Dr. Arkan B. Naji
Date: 10/6/2022	Date: 10 / 6 / 2022	Date: 10/6/2022
Signature	Signature	Signature

Quality Assurance and University Performance Manager
Date: / / 2022
Signature

University: Baghdad
College/Institute: Nursing
Scientific Department: Community Health Nursing
Course Syllabus Template
Course Syllabus: Health Promotion

Program Description Template

Higher Education Performance Review: Program Review

Program Description

This course description provides a summary of the most important characteristics of the course and the learning outcomes expected of the student

1. Teaching Institution	University of Baghdad / College of Nursing
2. University Department/Center	Community Health Nursing Unit
3. Program Title	Part of a bachelor's degree in nursing
4. Title of Final Award	Bachelor's degree in nursing
5. Modes of Attendance offered	System of semi-annual (courses)
6. Accreditation	There is no / system of the Ministry of Higher Education and Scientific Research, Iraq
7. Other external influences	Committee of Iraqi Deans of Nursing Colleges
8. Date of production/revision of this specification	10/6/2022
9. Aims of the Program	
1. Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.	
2. Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.	
3. Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities.	
4. Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction.	
5. Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care	
6. Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks	

7. Develop and implement measure to promote a quality and safe environment for patients, self, families, communities, and populations

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Interpret the definitions, concepts, dimensions, determinants and dynamics of health and wellness that influence personal health, community health and the quality of life

B. Discuss disease prevention and health promotion initiatives consistent with the Healthy People 2020 objectives

Teaching and Learning Methods

- ◆ Smart Interactive board,
- ◆ Handouts,
- ◆ Community scenarios
- ◆ Lecture,
- ◆ Demonstration,
- ◆ Small groups

Assessment methods

- ◆ Theory exam.
- ◆ Class activities

C. Thinking Skills
C1. Interpretation
C2. Analysis
C3. Evaluation
C4. Application

Teaching and Learning Methods

- ◆ Questioning
- ◆ Classroom Discussion and Debates
- ◆ Written Assignments

Assessment methods

- ◆ Theory exam
- ◆ Class activities
- ◆ Case study

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1. Investigating skills
- D2. Listening skills
- D3. Learning new skills
- D4. Leadership skills

Teaching and Learning Methods				
Students will also evidence management and organizational skills and Communication skills through the creation, provision and review of health and fitness concepts and their unique interpretation and solution to a variety of problems and practical modules.				
Assessment Methods				
<ul style="list-style-type: none"> ◆ Skills audit, ◆ personal reflection, ◆ presentation 				
11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
Level 4	NUR401	Family and Community Health Nursing	7	
Level 4	NUR402	Leadership and Management in Nursing	2	
Level 4	NUR403	Professional Perspectives and Issues in Nursing	3	
Level 4	NUR404	Research Project	2	
Level 4	HPR405	Health Promotion	1	
Level 4	EPD406	Epidemiology	2	
Level 4	ARB407	Arabic Language for Nursing1	1	

13. Personal Development Planning
Certain modules within the program relate to personal development planning. Students will also be given the opportunity and encouraged to engage in vocationally relevant qualifications. Work-based elements are embedded throughout a range of modules, which allow the student to reflect on their vocational development.
14. Admission criteria.
Central acceptance of the Ministry of Higher Education and Scientific Research and, Iraqi and according the student grades.
15. Key sources of information about the program
<ul style="list-style-type: none"> ◆ World Health Organization ◆ Committee of Iraqi Deans of Nursing Colleges

Program Description Template

Higher Education Performance Review: Program Review

Course Description

1. Teaching Institution	University of Baghdad / College of Nursing
2. University Department/Center	Community Health Nursing
3. Course title/code	Health Promotion/ HPR405
4. Program(s) to which it contributes	Part of a bachelor's degree in nursing
5. Modes of Attendance offered	Fulltime
6. Semester/Year	Fourth academic year / First semester
7. Number of hours tuition (total)	(2) hours weekly of (15) weeks (30 hours)
8. Date of production/revision of this description	10/6/2022
9. Aims of the Course	
- Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.	
- Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.	
- Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities.	
- Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction.	
- Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care.	
- Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks	

10· Learning Outcomes, Teaching, Learning and Assessment Methods

Knowledge and Understanding

1. Interpret the definitions, concepts, dimensions, determinants and dynamics of health and wellness that influence personal health, community health and the quality of life.
2. Discuss disease prevention and health promotion initiatives consistent with the Healthy People 2020 objectives.
3. Analyze models of health promotion.
4. Assess the influence of politics, ethics, environment, and the media on health issues.
5. Develop the skills necessary for community assessment, planning, implementing, and evaluating health education and health promotion programs for diverse populations and across the lifespan.

Teaching and Learning Methods

Smart Interactive board
Handouts
Lecture
Group discussion

Assessment methods

Theory exam.
Class activities
B. Thinking Skills
C1. Interpretation
C2. Analysis
C3. Evaluation
C4. Synthesis
C5. Application

Teaching and Learning Methods

Scientific Inquiry
Classroom Discussion
Written Assignments

Assessment methods

Theory exam.
Class activities

11. Course Structure					
Week	Hours	ILOs	Unit/ Module or Topic Title	Teaching Method	Assessment Method
1.	2	Understand the health promotion concepts	An Overview of Health and Health Promotion	Smart Interactive board, Posters, Handouts, Lecture	Theory exam.
2.	2	Understand the theories of human behavior and health	Theories of Human Behavior and Health	Smart Interactive board, Posters, Handouts, Lecture	Theory exam.
3.	2	Explain the community assessment process and its application	Health Promotion Models	Smart Interactive board, Posters, Handouts, Lecture,	Theory exam. Community scenario
4.	2	Develop a Health Promotion-Prevention Plan	Developing a Health Promotion-Prevention Plan	Smart Interactive board, Lecture	Theory exam. Community scenario
5.	2	Measure the outcomes of health promotion and prevention interventions	Measuring Outcomes of Health Promotion and Prevention Interventions	Smart Interactive board, Posters, Handouts, Lecture	Theory exam. Community scenario
6.	2	Identify the domains fundamental to nursing practice in health promotion	Domains Fundamental to Nursing Practice in Health Promotion	Smart Interactive board, Posters, Lecture	Theory exam. Community scenario
7.	2		Unit I Exam		
8.	2	Identify the roles of the Nurse in Health Promotion	Roles of the Nurse in Health Promotion		
9.	2	Identify the Nursing Process	Overview of the Nursing Process	Smart Interactive board, Posters, Handouts, Lecture	Theory exam. Community scenario
10.	2	Identify the nursing process and health promotion individual, family, and community	Nursing Process and Health Promotion Individual, Family, and Community	Smart Interactive board, Posters, Handouts, Lecture	Theory exam. Class activities
11.	2	Understand the risk factors and health promotion	Risk Factors and Health Promotion	Smart Interactive board, Posters, Lecture	Theory exam. Class activities
12.	2	Understand the current factors affecting nursing role in health promotion	Current Factors Affecting Nursing Role in Health Promotion	Smart Interactive board, Lecture,	Theory exam.
13.	2	Using communication for health promotion	Using Communication for Health Promotion	Smart Interactive board, Lecture	Theory exam. Class activities

14.	2	Identify the concept of culture and lifestyle	The Concept of Culture and Lifestyle	Smart Interactive board, Posters, Handouts, Lecture	Theory exam. Community scenario
15.	2		Unit II EXAM		

12. Infrastructure	
Required reading: · CORE TEXTS · COURSE MATERIALS · OTHER	Edelman, C. L. & Kudzma, E. C. (2018). <i>Health promotion throughout the life span</i> , 9 th ed. Elsevier, Inc. Pender, N. J., Murdaugh, C. L., & Parsons, M. A. (2014). <i>Health promotion in nursing practice</i> , Pearson Education Limited Snelling, A. (2014). <i>Introduction to health promotion</i> , John Wiley & Sons, Inc.
Special requirements (include for example workshops, periodicals, IT software, websites)	<ul style="list-style-type: none"> ◆ http://www.conursing.uobaghdad.edu.iq/ ◆ PowerPoint
Community-based facilities (include for example, guest lectures, internship, field studies)	

13. Admissions	
Pre-requisites	Preparation the subjects before entering the classroom
Minimum number of students	50
Maximum number of students	70