

Course Description Template

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| 1.Course Name: | |
| Health promotion | |
| 2.Course Code: | |
| HPR 404 | |
| 3.(Semester-based) | |
| 2024 / 2025 (Semester-based) | |
| 4.Description preparation date: 5/2/2025 | |
| 5.Available Attendance Modes: In-person | |
| 6.Total Study Hours / Total Credits: | |
| Theoretical: 2 hours/week Practical: ---- Number of study hours (total)/ 30 theoretical hours Number of units (total): 2 units | |
| 7.Course Coordinator(s) (if more than one, please specify): | |
| Name: Samia Farouk Mahmoud Email: prof.samia.zag@gmail.com | |
| 8-Course Objectives | |
| Cognitive Objectives By the end of the course, the student should know: <ol style="list-style-type: none"> 1. Understand the concepts of health promotion and public health. 2. Identify the basic principles of public health promotion. 3. Identify health promotion strategies to improve population health outcomes. 4. Define and explain levels of prevention. 5. Identify the concept and types of health screenings. 6. Explain the types of health screenings. 7. Distinguish between all levels of prevention. 8. Recognize and draw the Neukirch model of health. 9. Describe and draw the Wellness-Illness Continuum. 10. Define and explain the goals of health education. 11. Explain the principles of health education. 12. Define the health model. 13. Define the PRECEDE-PROCEED model and the Health Belief Model (HBM). 14. Discuss the Stimulus Response Theory. 15. Explain the Social Cognitive Theory. | Learning Objectives |



II. Skills-Based Objectives

1. Apply the nurse's role in achieving health.
2. Identify the duties and responsibilities of a health educator.
3. Discuss types of group health education methods.
4. Apply criteria for selecting teaching methods and materials in health education.
5. Apply health models such as HBM and PRECEDE-PROCEED to real-life situations.

9. Teaching and Learning Strategies

Teaching Methods:

- **Lectures:** To present basic information and theoretical concepts.
- **Group Discussions:** To enhance critical thinking and active participation among students.
- **Teamwork:** To develop collaboration skills and the practical application of concepts.
- **Brainstorming:** To generate creative ideas and solutions.
- **Problem-based Learning:** To encourage students to solve real-world problems.

Assessment Methods:

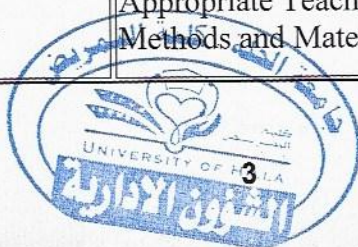
- **Written Tests:** To measure theoretical understanding of concepts and terminology.
- **Practical Assessment (Applied Skills):** Through case studies or hands-on activities.
- **Participation in Group Discussions:** To assess interaction level and critical understanding.
- **Brainstorming:** To evaluate the creative input and solution-oriented thinking.
- **Reports:** To assess written communication and research capabilities.
- **Extracurricular Activities:** To evaluate engagement and learning outside the classroom.
- **Quizzes:** To measure quick understanding and recall of key concepts.

Strategy



**10. Course Structure
First Semester**

| Week | Hours | Required Learning Outcomes | Unit or Topic Name | Learning Method | Evaluation Method |
|------|-------|--|--|----------------------------------|----------------------------|
| 1 | 2 | Understand the concepts of health promotion and public health. | Unit 1: Introduction to Health Promotion and Public Health | Lectures + Group Discussions | Short Quiz + Participation |
| 2 | 2 | List the basic principles of health promotion. | Strategies for Health Promotion to Improve Population Health | Lectures + Case Studies | Short Quiz + Report |
| 3 | 2 | Define prevention and explain its levels. | Unit 2: Levels of Prevention | Lectures + Group Work | Short Quiz |
| 4 | 2 | Learn about health screenings and their types. | Introduction to Health Screenings and Their Applications | Lectures + Case Studies | Presentation |
| 5 | 2 | Distinguish between different levels of prevention. | Comparison of Levels of Prevention | Discussions + Case Studies | Short Quiz |
| 6 | 2 | Define health and draw health models. | Unit 3: Health Models (Neukirch Model + Wellness Continuum) | Lectures + Practical Activity | Drawing and Interpretation |
| 7 | 2 | Apply the nurse's role in health promotion. | The Nurse's Role in Health Promotion | Case Studies + Group Work | Practical Assessment |
| 8 | 2 | Define health education and its objectives. | Unit 4: Health Education | Lectures + Discussions | Short Quiz |
| 9 | 2 | Explain the principles and methods of health education. | Methods and Environments of Health Education | Group Discussions + Case Studies | Short Quiz |
| 10 | 2 | Responsibilities of a health educator. | Tasks and Responsibilities of a Health Educator | Lectures + Role-playing | Theoretical Test |
| 11 | 2 | Identify methods of group health education. | Unit 5: Methods and Techniques of Group Health Education | Lectures + Discussions | Group Activity |
| 12 | 2 | Learn about various educational materials. | Unit 6: Educational Materials in Health Education | Lectures + Discussions | Short Quiz |
| 13 | 2 | Identify criteria for selecting educational materials and methods. | How to Select Appropriate Teaching Methods and Materials | Case Studies | Short Quiz |



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| 14 | 2 | Understand health models in health promotion. | Unit 7: Health Promotion Models (Health Belief Model + PRECEDE-PROCEED) | Lectures + Practical Activity | Short Quiz |
| 15 | 2 | Explain the Stimulus Response Theory. | Unit 8: Health Promotion Theories | Explain the Stimulus Response Theory | Case Studies + Group Discussion |

Second Semester

| Week | Hours | Required Learning Outcomes | Unit or Topic Name | Learning Method | Evaluation Method |
|------|-------|--|--|----------------------------------|----------------------------|
| 1 | 2 | Understand the concepts of health promotion and public health. | Unit 1: Introduction to Health Promotion and Public Health | Lectures + Group Discussions | Short Quiz + Participation |
| 2 | 2 | List the basic principles of health promotion. | Strategies for Health Promotion to Improve Population Health | Lectures + Case Studies | Short Quiz + Report |
| 3 | 2 | Define prevention and explain its levels. | Unit 2: Levels of Prevention | Lectures + Group Work | Short Quiz |
| 4 | 2 | Learn about health screenings and their types. | Introduction to Health Screenings and Their Applications | Lectures + Case Studies | Presentation |
| 5 | 2 | Distinguish between different levels of prevention. | Comparison of Levels of Prevention | Discussions + Case Studies | Short Quiz |
| 6 | 2 | Define health and draw health models. | Unit 3: Health Models (Neukirch Model + Wellness Continuum) | Lectures + Practical Activity | Drawing and Interpretation |
| 7 | 2 | Apply the nurse's role in health promotion. | The Nurse's Role in Health Promotion | Case Studies + Group Work | Practical Assessment |
| 8 | 2 | Define health education and its objectives. | Unit 4: Health Education | Lectures + Discussions | Short Quiz |
| 9 | 2 | Explain the principles and methods of health education. | Methods and Environments of Health Education | Group Discussions + Case Studies | Short Quiz |
| 10 | 2 | Responsibilities of a health educator. | Tasks and Responsibilities of a Health Educator | Lectures + Role-playing | Theoretical Test |
| 11 | 2 | Identify methods of group health education. | Unit 5: Methods and Techniques of Group Health Education | Lectures + Discussions | Group Activity |



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| 12 | 2 | Learn about various educational materials. | Unit 6: Educational Materials in Health Education | Lectures + Discussions | Short Quiz |
| 13 | 2 | Identify criteria for selecting educational materials and methods. | How to Select Appropriate Teaching Methods and Materials | Case Studies | Short Quiz |
| 14 | 2 | Understand health models in health promotion. | Unit 7: Health Promotion Models (Health Belief Model + PRECEDE-PROCEED) | Lectures + Practical Activity | Short Quiz |
| 15 | 2 | Explain the Stimulus Response Theory. | Unit 8: Health Promotion Theories | Explain the Stimulus Response Theory | Case Studies + Group Discussion |

11. Course Evaluation

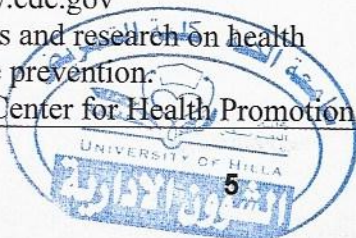
The semester grade (100) is distributed as follows:

- Coursework: 30%
- Final Exam: 70%
- Quizzes: 20%
- Participation in Group Discussions: 5 points (5%)
- Absence: 5 points (5%)

The final exam (70%) includes a comprehensive evaluation of learning outcomes, covering all course units.

12. Learning and Teaching Resources

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| <ul style="list-style-type: none"> • Required textbooks | Required textbooks (methodology if any) |
| <ul style="list-style-type: none"> • Al-Rifa'i, M., & Al-Dosari, R. (2021). The role of health education in chronic disease prevention. *Journal of Public Health*, *25*(4), 345-360. • Al-Jasim, F. (2018). *Enhancing health in the Arab community* (1st ed., p. 45). Dar Al-Mustaqbal. | Main References (Sources) |
| " Al-Rifa'i, M. (2021). The impact of preventive measures on community health promotion. *Journal of Public Health, 30 (2), 78-92. | Recommended supporting books and references (scientific journals, reports, etc.) |
| <ol style="list-style-type: none"> 1. World Health Organization (WHO): www.who.int. 2. US Centers for Disease Control and Prevention (CDC): 3. Official website: www.cdc.gov 4. Contains recent reports and research on health promotion and disease prevention. 5. Harvard University - Center for Health Promotion: | Electronic references, websites |



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| <ol style="list-style-type: none"> 6. Official website: www.hsph.harvard.edu 7. Provides academic resources and case studies in health promotion and health program development. | |
| <ol style="list-style-type: none"> 1. Review of modern and emerging scientific sites specialized in nursing to keep up with the latest developments in public health promotion. 2. Periodic review: Conduct regular reviews of the course based on student evaluation results and feedback. 3. Keeping up with developments: Ensure continuous updates to the course content to align with the latest research and global trends in health promotion. 4. Consultations with experts: Collaborate with experts in public health and health education to provide additional insights and improve the quality of the course. | <p>Course Development Plan</p> |

