

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision				
Program vision is written here as stated in the university's catalogue and website.				
2. Program Mission				
Program mission is written here as stated in the university's catalogue and website.				
3. Program Objectives				
General statements describing what the program or institution intends to achieve.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1	Learning Outcomes Statement 1
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Skills

Learning Outcomes 2	Learning Outcomes Statement 2
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Learning Outcomes 3	Learning Outcomes Statement 3
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Ethics

Learning Outcomes 4	Learning Outcomes Statement 4
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Learning Outcomes 5	Learning Outcomes Statement 5
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9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Course Name: Health Promotion	
2. Course Code: HPR 405	
3. Semester / Year: 4 th year/ Second semester	
4. Description Preparation Date:3/24/2024	
5. Available Attendance Forms: lecture attendance in the college	
6. Number of Credit Hours (Total) / Number of Units (Total): 15 week : 2 hours / 2	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Proff. Dr. Sarab kahtan Abedalrahman	
Email:sara.k.abed@gmail.com	
8. Course Objectives	
Course Objectives	1- Identify Concepts, principles and definitions of health and health p 2– Apply approaches to health promotion and diseases prevention . 3– Differentiate health promotion from Health Protection . 4– Overview models of health and illness. 5– Discuss health promotion Model 6– Understand levels of measurement of health and health promotion. 7– Perform the nurse's Role in health promotion.
9. Teaching and Learning Strategies	
Strategy	Lecture: The professor delivers the lecture Individual and group discussion: where what was discussed in the lecture is discussed to increase understanding and ensure the delivery of information. Group discussion and seminars: Students choose topics related to the curriculum and discuss them Preparing health promotion reports and programs in groups

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st	2	Identify the definition of Health and Illness, Wellness Measurement of Health Disease Prevention	An Overview of Health and Health Promotion Disease Protection	Lecture , presentation , discussion	Quiz, participation
2 nd	2	Understanding the following : Health Belief Models Protection Motivation Theory Trans-theoretical Model of Behavior Change Use of Multiple Theories in Behavior Change	Theories of Human Behavior and Health	Lecture , presentation , discussion	Quiz, participation
3 rd	2	Identify the : Pender Health Promotion Model O'Donnell Model of Health Promotion Behavior Holistic Health Model	Health Promotion Models	Lecture , presentation , discussion	Quiz, participation
4 th	2	Know how to do: Assessment and data collection Health planning process Planning and implementation Evaluation	Developing a Health Promotion-Prevention Plan	Lecture , presentation , discussion	discussion, participation
5 th	2	1st Midterm Examination	1st Midterm Examination		Exam paper
6 th	2	Identify the following : Physiological Domain Psychological Domain Sociological Domain Biological Domain Political Domain Spiritual Domain Intellectual Domain Sexual Domain	Domains fundamentals to Nursing Practice in Health Promotion	Lecture , presentation , discussion	Quiz, participation

		Technological Domain			
7 th	2	To know the : Activist /Proactive Change agent Advocate Educator Empowering Agent Communicator Consultant Coordinator of Care Leader / Member of the profession Provider of Care / Care giver Researcher Role Mode	Roles of the Nurse in Health Promotion	Lecture , presentation , discussion	discussion, participation
8 th	2	Assessment Planning Implementation Evaluation Re-evaluation	Overview of the Nursing Process	Lecture , presentation , discussion	discussion, participation
9 th	2	Environment Work Socioeconomic level Education Gender Cultural and spiritual Influence	Risk Factors and Health Promotion	Lecture , presentation , discussion	discussion, participation
10 th		2 nd midterm examination	2 nd midterm examination		Exam paper
11 th	2	Communication and Nurse Types of Communication Communication and the Therapeutic Relationship Health promotion Model and Communication	Using Communication for Health Promotion	Lecture , presentation , discussion	discussion, participation

		Empowering Through Communication What to Teach How learners learn The Learning Environment			
12 th	2	Cultural Assessment Lifestyle Assessment	the concept of Cultural and Lifestyle	Lecture , presentation , discussion	discussion, participation
13 th	2	The Child The adolescent and young Adult The Middle Age Adult The Older Adult	Health promotion across the Life Span	Lecture , presentation , discussion	discussion, participation
14 th	2	Purposes of Evaluation Approaches for Health Promotion Evaluation Evaluation of Health Promotion Implementation Strategies for Evaluation of Health Promotion	Evaluation the Effectiveness of Health Promotion	Lecture , presentation , discussion	discussion, participation
15 th	2	Health care system. Nursing roles. Increasing technology. Economic environment. Individual behavior .	Current factors Affecting Nursing Role in Health Promotion	Lecture , presentation , discussion	discussion, participation

11. Course Evaluation					
20 marks for a theoretical semester exam, 10 marks for attendance and practical activities, 70 marks for a final theoretical exam.					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Learning resources:

- 1- Allender, J. and Spradley, B., Community Health Nursing Concepts and practice, 5th ed., New York, Lippincott, 2001.
- 2- Kozier B, Erb, G, Berman A, et al. Fundamentals of Nursing, 7th Ed, New York, Pearson Education, 2004.
- 3- internet and websites that related to health promotion