School of Nursing & Midwifery

Iran University of Medical sciences (1404-2)

Educational program of Community Health and Geriatric Nursing

International Students second Semester of 1404-1405 year

Course Plan: Health Promotion and Healthy Lifestyle

Course Information:

Department Offering the Course: Community Health and Geriatric Nursing

Course Title: Health Promotion and Healthy Lifestyle

Type and Number of Credits: 1 Theoretical Credit

Course Code: [To be filled]

Course Coordinator: Dr. Lida Hosseini

Instructor(s) Name(s): Dr. Lida Hosseini

Prerequisite / Co-requisite: Nursing Theories and Models

Program and Level of Study: Master of Science in Community Health Nursing - Semester 2

Coordinator Information :

Academic Rank: Assistant Professor

Specialty: Nursing

Workplace: Faculty of Nursing and Midwifery, Iran University of Medical Sciences / Akbarabadi Hospital

Phone Number: +98 9106733515

Email Address: l.hosseini69@gmail.com

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General Course Description

A healthy lifestyle is a prerequisite for the health of community members, which can lead to maintaining and promoting health and preventing diseases. It is evident that in this regard, graduates of "Community Health Nursing," with their potential ability to promote the health level and foster a healthy lifestyle among citizens (their clients including individuals, families, groups, and the community), play a key role.

General Objectives / Core Competencies:

Mastery of knowledge and acquisition of skills based on education regarding: health promotion, healthy lifestyle, fundamental principles of its formation and dimensions, the role of a healthy lifestyle in the quality of life of individuals, families, and the community, and the impact of comprehensive and organized programs and activities in the field of health promotion and healthy lifestyle on the prevention and control of health problems and lifestyle-related diseases in the community. This enables students to apply their learnings for the health of the community in various educational, research, and care settings for themselves, their families, and community members.

Specific Objectives / Sub-competencies

By the end of this course, it is expected that the learner will be able to:

- Explain concepts related to health and illness.
- Describe health promotion: history, concepts, goals, and values.
- Explain health promotion and its three domains (health education, health protection, and prevention).
- List the frameworks of health promotion.
- Describe health lifestyle programs.
- Explain the major factors influencing health.
- Describe the factors related to a healthy lifestyle.
- Explain lifestyle and gender.
- Describe lifestyle and social inequalities.
- Explain health risk assessments related to lifestyle.

- Describe interventions related to a healthy lifestyle.
- Explain policy and health promotion.
- Explain basic strategies in health promotion.
- Describe evaluation in health promotion.
- Explain models and approaches to health promotion.
- Mention ethical issues in health promotion.
- Describe global declarations on health promotion and human rights.
- Explain the Healthy City project in health promotion.
- Describe public health policies in health promotion.
- Explain settings and places related to health promotion.
- Describe evidence-based activities in health promotion.

Educational Approach:

□In-person ☑ Virtual □Blended

Teaching-Learning Methods Considering the Selected Educational Approach:

Virtual Approach

- **Interactive Lecture**☑
- **Flipped Classroom**
- **Digital Game-Based Learning**
- **Interactive Electronic Content-Based Learning**☑
- **Problem-Based Learning (PBL)**
- **Others (please specify)..**

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Course Schedule Table: Health Promotion and Healthy Lifestyle

Session	Topic Title - Course Headings	Learning Activities/Assignments	Teaching Method	Date	Instructor
1.	Course Introduction - Review of concepts related to health and illness, health promotion: history, concepts, values, and goals, health promotion and its three domains (health education, health protection, and prevention), its frameworks	- Completion of assigned tasks	Interactive Lecture, Q&A, PBL		Dr. Lida Hosseini
2.	- Healthy lifestyle programs, factors related to a healthy lifestyle, and related interventions	- Completion of assigned tasks	Interactive Lecture, Q&A, PBL		Dr. Lida Hosseini
3.	- Lifestyle and gender, lifestyle and social inequalities, health risk assessments related to lifestyle	- Completion of assigned tasks	Interactive Lecture, Q&A, PBL		Dr. Lida Hosseini
4.	- Major factors influencing health, inequality in health, settings and places for activities related to health promotion	- Completion of assigned tasks	Interactive Lecture, Q&A, PBL		Dr. Lida Hosseini
5.	- Evaluation in health	- Completion of assigned	Interactive		Dr. Lida

	promotion, models and approaches to health promotion	tasks	Lecture, Q&A, PBL		Hosseini
6.	- Global declarations on health promotion and human rights, public health policies in health promotion, policy and health promotion	- Completion of assigned tasks	Interactive Lecture, Q&A, PBL		Dr. Lida Hosseini
7.	- Evidence-based activities in health promotion	- Completion of assigned tasks	Interactive Lecture, Q&A, PBL		Dr. Lida Hosseini
8.	- Basic strategies in health promotion, ethical issues in health promotion	- Completion of assigned tasks	Interactive Lecture, Q&A, PBL		Dr. Lida Hosseini

Student Duties and Expectations:

Students are expected to:

- Be eager to learn the material and participate actively in class (study recommended resources and actively participate in class activities).
- Use the taught material to expand their knowledge through library studies using new resources, compile a journal club, and provide specialized nursing services in centers related to social services for the elderly.
- Attend class regularly and without absence, and actively participate in scientific discussions.
- Submit their assignments on the scheduled date (Note: If a student is absent from their presentation session without prior notice and coordination with the instructor, they will not receive a grade for that presentation)

Student Evaluation Method:

- **Type of assessment:** Formative and summative assessment

Evaluation Component	Weight (Percentage)	Equivalent Score (out of 20)	Assessment Method and Related Tasks
Active participation and attendance	20%	4 points	Regular and high-quality submission of 9 article assignments for sessions 1 to 8.
Submission of assigned tasks	30%	6 points	
Final analytical exam	50%	10 points	Analytical and multiple-choice questions based on scenarios
Total	**100%**	**20 points**	

Resources:

Resources include textbooks, specialized journals, articles, and relevant and up-to-date website addresses.

- Glossary of Health Promotion, Mohammad Pour-eslami et al., latest edition.
- Foundations and Application of Educational Technology, Ahmad Ghodousian et al., latest edition.
- Models for Studying Behavior in Health Education, Davoud Shojaeizadeh, latest edition.
- Health Education and Behavior Change, Kobra Nouri & Davoud Shojaeizadeh, latest edition.
- Communication for Health and Behavior Change, Mohammad Pour-eslami et al., latest edition.
- Comprehensive Health Education Curriculum: Introduction to Applied Concepts (Volumes 1 & 2), Dr. Naser Mohammadi, Dr. Shahram Rafieifar et al.
- Course for Enhancing Educational Skills of Health Trainer Instructors: Educational Technology (Volume 4), Yousef Reza Chegini.
- Foundations and Application of Educational Technology in Health Promotion, Ahmad Ghodousian, Dr. Reza Ghasemi Barghi, Dr. Mohammad Pour-eslami, Hamideh Sarmast, Mir Kabir Mousavian.