

**School of Nursing**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.

**Course: NURS 3210 HEALTH PROMOTION AND MAINTENANCE**

**Term:** Level I - Fall, 2017

**Instructor/Course Coordinator: Heather Flores, RN, MSN, FNP-BC**

**Office phone number:** Office: (719-235-1257 (text is best)

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**Office hours, building and location:** Virtual Campus. Faculty office hours are Monday through Friday, 9:00 a.m. through 4:00 p.m. Other times are available by appointment.

**School location**:

New Braunfels Campus

1672 Independence Dr.

New Braunfels, Texas 78132

**COURSE DESCRIPTION:** This course will focus on specific community and individual needs in the delivery of disease prevention and health promotion. The student will have an overview of conceptual foundations and theoretical approaches. Factors related to health promotion will be discussed. Health promotion will be examined throughout the life cycle and promotion strategies and interventions will be addressed.

**Faculty Philosophy of Teaching & Learning:** The faculty of this course believes learning is a partnership between faculty and student. Course objectives will be met through a faculty-student partnership that involves the acquisition and integration of knowledge through active engagement in sharing, exploring, presenting, and feedback.

**Teaching & Learning Strategies:** You will learn through weekly assigned reading; exams; weekly discussion involving current trends in healthcare relating to health promotion; student presentations examining health promotion across the life span and theories of health promotion and holistic healthcare; and independent journaling.

**Pre-requisites:** General Education courses; acceptance into the WBU School of Nursing BSN program.

**Required Textbooks and resource materials:**

American Psychological Association. (2010). ***Publication manual of the American Psychological Association* (6th ed.)**. Washington, DC: Author.

Edelman, C., Kudzma, E., & Mandle, C. (2014) ***Health Promotion Throughout The Life Span (8th ed.***). St. Louis, MO: Elsevier

Giddens, J. F. (2017). ***Concepts for Nursing Practice* (2nd ed.).** St. Louis, MO: Elsevier.

Walters, P. & Byl (2013) ***Christian Paths to Health and Wellness*** (2nd ed.). Champaign, IL: Human Kinetics

**Class Meeting Time and Location: online via Blackboard. Collaborative times TBA.**

**Student Learning Outcomes:**

At the end of this course, the student will be able to:

1. Identify nursing concepts related to health promotion and the theoretical foundations needed for planning health promotion.
2. Define the role of the professional registered nurse in health promotion and health prevention.
3. Design a plan of care using the nursing process that incorporates health promotion and health prevention and holistic care in collaboration with the client and the interdisciplinary health care team.
4. Identify cultural diversity within the population related to health promotion and health prevention.
5. Understand the different avenues for delivery of health promotion across the lifespan.
6. Describe strategies and interventions necessary for a healthy lifestyle.
7. Develop a comprehensive teaching plan for a client with a knowledge deficit concerning health promotion and health prevention.

**Attendance requirements:** Students enrolled at one of the university’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the external campus executive director/dean. Any student who misses 25 percent (greater than 2 weeks of online participation) or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy. A student may petition the Academic Council for exceptions to the above stated policies by filing a written request for an appeal to the executive vice president/provost.

**Plagiarism and Academic Dishonesty:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.
2. Requirements to redo work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question.
5. Assigning the grade of F to work in question.
6. Assigning the grade of F for the course.
7. Recommendation for more severe punishment (see student handbook for further information).

The faculty member involved will file a record of the offense and the punishment imposed with the school dean, external campus executive director/dean, and the executive vice president/provost. The executive vice president/provost will maintain records of all cases of academic dishonesty reported for not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. The appeals procedure will be the same as that specified for student grade appeals.

**Appeals:**

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any requests for accommodations.

**EVALUATION AND GRADING:** A point system is used to determine the grade in Health Promotion and Maintenance. Students must score:

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| --- | --- |
| 90-100 | A |
| 80-89.4 | B |
| 75-79.4 | C |
| 70-74.4 | D |
| 69 and below | F |
| **75 or greater is the required pass grade** | |

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| **Grading Rubric** |  |
| Exams:  Mid-term (Units 1-3) Week 6 - Date TBA  Final (Unit2 4&5) Week 11 - Date TBA | 15  15 |
| Independent Writing:  My Wellness Portfolio - Health Promotion journal  see rubric  Due dates: Week 6 & week 10 (dates TBA) | 20 |
| Wellness across the lifespan:  Collaborative Case Study - patient teaching topic  10 minute movie  (or)  10 minute PowerPoint with voice-over  (see rubric)  Due week 10 | 30 |
| Participation: weekly topic discussion | 20 |
| **Total Course Points** | **100** |

**Topical Outline**

**Unit 1: Foundations for Health Promotion**

1. [Health Defined: Objectives for Promotion and Prevention](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_001.html)
2. [Emerging Populations and Health](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_002.html)
3. [Health Policy and the Delivery System](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_003.html)
4. [The Therapeutic Relationship](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_004.html)
5. [Ethical Issues Related to Health Promotion](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_005.html)

**Unit 2: Assessment for Health Promotion**

1. [Health Promotion and the Individual](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_006.html)
2. [Health Promotion and the Family](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_007.html)
3. [Health Promotion and the Community](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_008.html)

**Unit 3: Interventions for Health Promotion**

1. [Screening](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_009.html)
2. [Health Education](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_010.html)
3. [Nutrition Counseling for Health Promotion](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_011.html)
4. [Exercise](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_012.html)
5. [Stress Management](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_013.html)
6. [Complementary and Alternative Strategies](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_014.html)

**Unit 4: Application of Health Promotion**

1. [Overview of Growth and Development Framework](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_015.html)
2. [The Prenatal Period](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_016.html)
3. [Infant](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_017.html)
4. [Toddler](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_018.html)
5. [Preschool Child](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_019.html)
6. [School-Age Child](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_020.html)
7. [Adolescent](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_021.html)
8. [Young Adult](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_022.html)
9. [Middle-Age Adult](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_023.html)
10. [Older Adult](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_024.html)

**Unit 5: Emerging Global Health Issues**

1. [Health Promotion for the Twenty-First Century: Throughout the Life Span and Throughout the Worl](https://coursewareobjects.elsevier.com/objects/elr/Edelman8e/teachfornurses/Chapter_025.html)d

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