

NURS 3410 Health Promotion and Maintenance

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. Prerequisites: NURS 3424 and NURS 3622.

CREDIT: 4 Credit hours (Class 3 hrs/week, clinical 12 hrs/week)

PROGRAM LEVEL: I

**TEXTBOOKS:**

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

Maville, J. & Huerta, C. (2013). ***Health Promotion in Nursing. 3rd*  Ed**.Albany: Delmar.

Nursing Practice Act Nursing Peer Review, Nurse License Compact and Advanced

Practice Registered Nurse Compact.

**Lippincott DocuCare**: Electronic Student Charting Format. This may be purchased through the Wayland Bookstore. Six month access is provided: ISBN: 978 145 118 2477

Classroom Faculty: Heather Flores, RN, MSN

Clinical Faculty: TBD

Lecture: Online Discussion Threads; Online supplemental

 lecture/PowerPoint Presentations, and supplemental materials at

the faculty’s discretion.

Clinical: \*\*\*See notes below.

Course Dates: Spring course dates:

Faculty Contact Information: Email: heather.flores@wayland.wbu.edu

 Telephone: 719-235-1257

Clinical Faculty Contact Information:

Office Hours: M/W/F: 9:00 AM – 11:00 AM

Tues/Thurs: 12:00 pm – 5:00 pm

(and also available by appointment)

It is University Policy that no otherwise qualified disabled person be excluded from participations in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. Students should inform the instructor of existing disabilities the first class week.

 COURSE OBJECTIVES:

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.

CLINICAL OBJECTIVES:

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

1. Utilize nursing concepts related to health promotion and prevention in the practice of healthcare delivery to hospitalized clients.
2. Incorporate health promotion and health prevention in their nursing role in the delivery of client care utilizing evidence-based practices.
3. Practice effective communication techniques necessary to establish health promotion and health prevention and refer to other resources when appropriate.
4. Understand and incorporate cultural diversity when providing client care.
5. Practice health promotion and holistic care across the adult lifespan.
6. Teach health promotion and health prevention strategies to clients.
7. Evaluate the effectiveness of implementing a healthy lifestyle for a client.

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

 A = 90-100

 B = 80-90

 C = 75-80

 D = 70-74

 F = 69 and below

The course average must be a 75 or better to pass.

\*\*\*Medication Exam: To be completed within the first 3 weeks of the course during first clinical. Must pass with a 90% or greater to continue with the course. Failure to pass with a 90% or greater within 3 attempts requires student to be dropped from the course.

Participation 20% (2 participation points/week x 10 weeks)

Section Quiz 1 (4 March, chapters 1,2,3,4) 5%

Section Quiz 2: (18 March, chapters 5,6,7,8) 5%

Midterm Exam: (8 April, chapters 1-14) 20%

Section Quiz 4: (29 April, chapters 15-19) 5%

Team Project: (due 4 May) 15%

Section Quiz 5 (6 May, chapters 20,21,22): 5%

\*\*\*ATI 25 %

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 100%

\*\*\* ATI Comprehensive Final (Chapters 1-22) -100 Items

 The ATI Comprehensive Final is a **RAW Score** (there is no

 Level with this particular Assessment so the Grade achieved is

 the Grade that will be assigned in the Grade Book)

**Testing**

Test dates and content will be published in the course syllabi for the students at the beginning of each term. Test dates are found within the Student Calendar. Exam blueprints may be provided by the instructor prior to each exam. The Online Students will continue to use Proctor Secure as the secure mode for testing or Live Proctor for Unit Exams. Students are required to follow the mandates as identified by Proctor Secure as this is a security camera that videos the student during testing which is then sent to the Dean of Nursing if questionable behaviors are videoed. Refer to the Student Calendar for testing dates. \*\*\* Live proctors will not be utilized during the online portion of this course.

The Face-to-Face Students may have either a computer-generated or a paper-version of the Unit Exam and will utilize the appropriate Scantron Sheet to complete the Unit Exam if the Exam is the paper-version. Refer to the Student Calendar for specific times which the Exams will be open if the Exam is administered as a computer-generated Exam (online students). \*\*\* Exams given during clinical will be proctored according to the clinical faculty member’s discretion.

The Face-to-Face Student Calendar will be provided to the Students in class on the first day. The on-line Student Calendar will be posted on the Blackboard Course Site.

In the event a faculty must change a test date, they will notify the students as soon as possible. If the student must miss an exam, they must notify the faculty that they will not be present for the exam and schedule a date for the make-up exam within one week of the date of the exam.

**Make-up Tests**

Occasionally a student will miss a test that is scheduled for a class. A student should contact his/her instructor to arrange for the Make-up Exam. Test must be completed within one week from date of missed exam. The Make-up Test may not follow the Test Blue-Print, but will be over content covered for the specific chapters covered for the Unit of Content.

**Class Attendance**

1. The student must attend the class (es) for which he/she is enrolled.
2. A student enrolled at Wayland Baptist University should make every effort to attend all class meetings. All absences must be explained to the satisfaction of the instructor, who will decide whether the omitted work can be made up. **If enrolled in the online course weekly online participation to include appropriate academic construction of Discussion Postings is required. Refer to the Discussion Posting Rubric that is contained within this Syllabus.**
3. A face-to-face student who misses **twenty-five percent (25%)** or more of the regularly scheduled class meetings will receive a grade of “F” for that class. An online Student not engaging in the weekly discussions will be considered Absent and thus **more than 2 weeks absent of online engagement would be considered a failure for the online course**
4. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report at the San Antonio Campus.

**Clinical Attendance & Attire**

Attendance to clinical is mandatory. This is the opportunity for the student to learn and practice skills in the Skills Lab and discussed in didactic then apply them in a leadership role or in patient care. Any student missing a clinical must call in to the instructor prior to the scheduled clinical. Clinical cannot be made up; therefore attendance is critical to successfully complete required clinical objectives.

There is no acceptable reason for missing clinical. Solid white professional uniforms and shoes are required. No Scrubs. School patches must be attached to uniform tops and lab coats. Patch must be purchased at WBU bookstore.

**Students are required to take a Dosage Calculation Exam on the first day of the First Clinical**. The test consists of 10 dosage calculations. **The Student is required to make a score of 100**. The Student has 3 opportunities to achieve the Score of 100. The Online Students will have all 3 attempts administered the first Clinical Weekend, with the first one on the Friday that the Students come to the Campus and subsequently the second attempt on Saturday and the final attempt on Sunday of the First Clinical Weekend. If the Student does not achieve a score of 100 after the 3rd attempt, the Student will receive a Failure in the Clinical portion of the Course and therefore fail the Theory Component as well and will be referred to the Dean of the Nursing Program for follow-up.

Clinical Behaviors Resulting in Failing

Clinical failing behaviors are linked to the Texas Board of Nursing Standards of Professional Practice. Issues related to professional conduct, management of stress, clarification of course, clinical assignment, and/or professional role expectations, may warrant clinical warnings, contracts for remediation, or course failure.

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| Clinical Failing Behaviors | Matched to NPA |
| 1. Performance is unsafe. | 1,2,3,5,6,7,9,10,11,12,13,14,15 |
| 2. Questionable decisions are often made. | 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 |
| 3. Lacks insight into own behaviors and that of others. | 1,2,3,4,5,6,8,9,10,11,12,13,14,15 |
| 4. Difficulty in adapting to new ideas/functions. | 4,5,6,7,8,9,10,11,13,14,15 |
| 5. Continues to need additional guidance and direction. | 1,2,3,5,6,7,8,9,10,11,14,15 |

**Standards of Professional Nursing Practice (BON 213.27, 217.11, 217.12)**

1. Knows rationale for side effects of medications and treatments, and correctly administers same 217.00 (1) (C).
2. Documents nursing care accurately and completely, including signs and symptoms, nursing care rendered medication administration. Contacts health care team concerning significant events in patient health 217.11 (1) (D).
3. Implements a safe environment for patients and/or others, i.e., bed rails up, universal precautions 217.11 (1) (B).
4. Respects client confidentiality 217.11 (1) (E).
5. Accepts assignments commensurate with educational level, preparation, experience and knowledge 217.11(1) (T).
6. Obtains instruction and supervision as necessary when implementing nursing procedures or practices 217.11(1) (H).
7. Notifies the appropriate supervisor when leaving an assignment 217.11(1) (I).
8. Recognizes and maintains professional boundaries of the nurse/patient relationship 217.11(1) (J).
9. Clarifies orders, treatments, that nurse has reason to believe are inaccurate, non-effective or contraindicated 217.11(1) (N).
10. Able to distinguish right from wrong 213.27(b) (2) (A).
11. Able to think and act rationally 213.27(b) (2) (B).
12. Able to keep promises and honor obligations 213.27(b) (2) (C).
13. Accountable for own behavior 213.27(b) (2) (D).
14. Able to promptly and fully self-disclose facts, circumstances, events, errors and omissions when these disclosures will enhance health status of patients or protect patients from unnecessary risk or harm 213.27(b) (2)(G).

Please refer to the Board of Nursing at [www.BON.state.tx.us](https://webmail.wbu.edu/exchweb/bin/redir.asp?URL=http://www.bon.state.tx.us/" \t "_blank) for any additional information regarding the Texas Nurse Practice Act and <http://www.bon.texas.gov/nursingeducation/edudocs/dec-presentation.pdf> for additional information regarding the Differentiated Essential Competencies (DECs).

**Disability Statement**

Wayland Baptist University adheres to a policy of providing equal opportunity to students with disabilities. Disability is defined by the University as any condition that falls under the purview of the Rehabilitation Act of 1973. Wayland will strive to achieve optimum opportunity for participation in the University experience for all students, regardless of their circumstance. The University encourages any student who has a disability, as defined by the Rehabilitation Act of 1973, to inform the University of any Special Requirements or needs by reporting these to the Dean of Students or the Vice President of Academic and Student Services. The University will strive to meet these needs in accordance with applicable federal guidelines and Christian ethical considerations.

**Student Conduct**

 *(This is a statement of conduct standards. It is enforced in conjunction with the Discipline Policy and Substance Abuse Policy found elsewhere in this handbook.)* Wayland proudly adheres to high standards of intellectual, moral, ethical, and spiritual values. Convinced that self-discipline is more desirable than outside force and that the truly educated person must pursue what is right under all circumstances, Wayland entrusts each student with the solemn obligation of preserving these standards. However, in the light of revelation, reason, and the custom of the Christian community from which Wayland has sprung, certain practices are evaluated:

1. Personal integrity in keeping with New Testament standards is expected of all students.

2. Respect for the property, knowledge, and rights of other people must prevail.

3. The use or possession of alcoholic beverages and/or illegal drugs is forbidden.

4. Gambling, hazing, and the on-campus possession of firearms or deadly weapons are prohibited. BB Guns and Paint Ball Guns are also prohibited.

5. The use of tobacco by students is discouraged, though permitted in certain designated areas of the campus (at least 50 feet from the Alamo University Center Building). In consideration of the rights of others and the requirements of safety, such areas are designated.

6. Follow online etiquette rules whether you are an online student or a face-to-face student. Refer to this website: <http://online.uwc.edu/technology/onletiquette.asp>

The authority of the University is exercised over all student groups or organizations bearing the name of the university, or any student enterprises to the extent necessary to safeguard the good name and well-being of Wayland. Specifically, each student is expected to conduct himself in such a manner as to uphold, not detract from, the good name of Wayland Baptist University. If one feels that he/she cannot subscribe to the moral and social practices of the University, he/she will find greater acceptance elsewhere.

**Discussion Posting Grading Rubric**

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| **INTERPRETATION** | Weekly Discussion Grade  | **GRADING CRITERIA** |
| **4** | **Excellent(A)****100** | The comment is accurate, original, relevant, teaches us something new, and is well written. Four pt. comments add substantial learning presence to the course and stimulate additional thought about the issue under discussion. **Referencing your postings is a requirement.** Student must log on a minimum of three times a week and Post to 4 Discussion Question(s). Additionally, Student must post to a minimum of four student postings a week **Initial Postings must be posted within 24-72 hours at the beginning of the business week (Monday) Unless specified as per the Student Calendar** |
| **3** | **Minimum****(C)****75** | The comment lacks at least one of the above qualities, but is above average in quality. A 3 pt. comment makes significant contribution to our understanding of the issue being discussed. **Referencing your postings is a requirement.**Student must log on a minimum of three times a week and Post to 3 Discussion Question(s). Additionally, Student must post to a minimum of three student postings a week **Initial Postings must be posted within 24-72 hours at the beginning of the business week (Monday) Unless specified as per the Student Calendar** |
| **2** | **Substandard** **(F)****50** | The comment lacks 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category.Student must log on a minimum of two times a week and Post to 2 Discussion Question(s). Additionally, Student must post to a minimum of two student postings a week **Initial Postings must be posted within 24-72 hours at the beginning of the business week (Monday) Unless specified as per the Student Calendar** |
| **1** | **Unacceptable** **(F) 25** | The comment presents little or no new information. However, 1 pt. comments may provide important social presence and contribute to a collegial atmosphere.Student must log on a minimum of one time a week and Post to 1 Discussion Question. Additionally, Student must post to a minimum of one student posting a week **Initial Postings must be posted within 24-72 hours at the beginning of the business week (Monday) Unless specified as per the Student Calendar** |
| **0** | **Unacceptable (F)****0** | Student fails to log on to course for the week. |

\*The numeric number listed is the weekly grade that will be assigned for the weekly Discussion Postings.

**8 CHARACTERISTICS OF A QUALITY ONLINE DISCUSSION POSTING**

1. **SUBSTANTIAL:**Messages should relate to the subject matter and provide information, opinions or questions about that subject matter. They may relate the subject matter to something personal, but they should remain academic in their focus.
2. **CONCISE:**Studies have shown that messages that are several screens long do not get many replies. To write an effective message, attempt to use a single screen if possible. Try to get the point and focus of your message across so that it is clear what you are saying.
3. **PROVOCATIVE:** The discussion board is an interactive medium. The more interaction there is between students the better. A good message is one that prompts others to reply or object. A focused and pointed message that produces replies from other learners in that class in moving the discussion forward is having an impact on the learning environment.
4. **HERMENEUTICAL:**The discussion board is a place where ideas are interpreted and language is explored. To be hermeneutical is to interpret. A good message should explore, explain, or expand on a concept or connection. The message should not simply state something, but rather expand upon an idea.
5. **TIMELY**: A good message appears in the context of similar messages in the message log. If you get on irregularly, your message will appeal late and out of context with what is currently happening on the board. Log on regularly and reply to messages in a timely fashion.
6. **LOGICAL:** A good message that is not a question should contain a logical argument. This means is should contain a clearly stated conclusion of thesis supported by premises, reason, evidence or grounds of belief.
7. **GRAMMATICAL**: A good, clear, concise message should be well-written and free of typos and sentence fragments and referenced appropriately using AP8. **Be Polite** to others online. Again, please refer to the website: <http://online.uwc.edu/technology/onletiquette.asp>

**BENCHMARKS OF A SUCCESSFUL ONLINE COURSE**

1. An online semester BEGINS the same week that an onsite semester begins. **Student needs to access and post on the first day of classes in session.**

2. To obtain the maximum grade (100) - Every online student should log into the online course no less than three times per week to read instructor and/or student postings and produce no less than four responses to Discussion Questions and four responses to other student postings per week during a thirteen week quarter **unless otherwise directed by the Online Instructor (refer to Student Calendar for weeks where student is not required to post)**. **Initial Postings must be posted within 24-48 hours at the beginning of the business week (Monday).**

3. At least 90% of the messages in a discussion board should be **from learner to learner**. It is required that students comment and expand upon the ideas of their virtual classroom peers. This interaction and participation is a huge part of what transpires in the virtual learning environment. Instructors are encouraged to engage themselves more as discussion guides and monitors of discussions and less as lecturers in online classes.

**Course Schedule and Chapter Assignments:**

Section 1: Conceptual Foundations and Theoretical Approaches

Week 1:

 Chapter 1 Health Promotion: Past, Present, and Future

 Chapter 2 Nursing Concepts and Health Promotion

 Chapter 3 Theoretical Foundations of Health Promotion

 Chapter 4 The Role of the Nurse in Health Promotion

 Due: topic for brochure (individual)

 topic for learning team project

Week 2:

**Quiz 1: Section1 Quiz (Week 2 over chapters 1-4) 4 March 2-8pm central time zone**

 Section 2: Factors Influencing Health Promotion

 Chapter 5 Communication

 Chapter 6 Cultural Considerations

Chapter 7 Environmental Factors

Chapter 8 The Mind-Body Connection

***WBU Spring Break 9-15 March***

Week 3**: Quiz 2 (Section 2 over chapters 5,6,7,8) 18 March 2-8pm central time zone**

Section 3: Promoting Health Throughout the Life Cycle

Chapter 9 Mother, Infant, and Toddler

Chapter 10 The Child

Week 4:

 Chapter 11 The Adolescent and Young Adult

 Chapter 12 The Middle-Aged Adult

Week 5:

Chapter 13 The Older Adult

Chapter 14 End of Life

Review Midterm Exam Blueprint

Week 6: **Midterm Exam over Chapters 1-14 (Sections 1,2,3) 8 April 2-8pm central time zone**

Week 7: Section 4: Health Promotion Strategies and Interventions

Chapter 15 Embracing Proper Nutrition

 Chapter 16 Engaging in Physical Fitness

 Chapter 17 Controlling Weight

Week 8

Chapter 18 Avoiding Tobacco, Alcohol, and Substance Abuse

 Chapter 19 Enhancing Holistic Care

Week 9: **Section 4 Quiz (Chapters 15-19) 29 April 2-8pm central time zone**

Unit 5: Health Promotion Concerns

 Chapter 20 Concerns of the Health Professional

 Chapter 21 Economic and Quality Concerns

Week 10: Team Presentations Due **4 May** **2-8pm central time zone**

 Chapter 22 Ethical, Legal & Political Concerns

 **Section 5 Quiz (Chapters 15-19) 6 May 2-8pm central time zone** Week 11: Week 11:

ATI comprehensive Final exam (last clinical weekend – be sure to bring your laptop to clinical)

**CHAPTER OBJECTIVES**

Maville, J. & Huerta, C. (2013). *Health Promotion in Nursing. 3rd*  Ed.Albany: Delmar

**Chapter 1: Health Promotion: Past, Present, and Future**

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| --- | --- |
| **Unit Objectives** | **Learning Activities**  |
| 1. Differentiate between health education and health promotion
2. Trace the evolution of health promotion practices and developments from ancient history to the modern-day world
3. Discuss three major movements contributing to the social mandate for health promotion in the nineteenth century
4. Relate scientific, social, economic, environmental, and political forces of the twentieth century contributing to the evolution of health promotion in the United States
5. Describe national, international, and world efforts for health promotion
6. Describe changes in contemporary nursing practice and policy resulting from health care reform
7. Examine the future of nursing in health promotion
 | Reading, discussion, PowerPoint |

**Chapter 2: Nursing Concepts and Health Promotion**

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| **Unit Objectives** | **Learning Activities** |
| 1. Identify concepts essential in

defining professional practice1. Describe how the concept of health promotion provides a framework for professional nursing practice
2. Explain how a metaparadigm is useful in defining a profession
3. Describe the four concepts central to nursing’s metaparadigm
4. Describe nursing educational levels and their relationship to health promotion.
5. List assumptions basic to integrating health promotion into nursing practice
6. Identify selected nursing theoretical frameworks
7. List various definitions of nursing.
 | Reading, discussion, PowerPoint |

**Chapter 3: Theoretical Foundations of Health Promotion**

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| **Unit Objectives** | **Learning Activities** |
| 1. Explore the meaning of health
2. Examine definitions of health promotion
3. Differentiate health promotion from wellness, disease prevention, and health protection
4. Compare and contrast theories and models of human behavior, human behavior and health, and human behavior and health promotion
5. Relate theoretical concepts of human behavior to promotion of health
6. Discuss the application of theories and models for health promoting behavioral outcomes
7. Describe strategies for development of a health promotion plan

  | Reading, discussion, PowerPoint |

**Chapter 4: The Role of the Nurse in Health Promotion**

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| **Unit Objectives** | **Learning Activities** |
| 1. Identify domains fundamental to nursing practice in health promotion.
2. Describe how the technological domain impacts the domains fundamental to nursing practice in health promotion.
3. Define holistic nursing practice in relation to health promotion
4. Describe the role of the professional nurse in health promotion for the individual, family, and community
5. Describe the steps of the nursing process in health promotion
6. Define specific nursing responsibilities for promoting health during each phase of the nursing process: assessment, diagnosis, planning, and evaluation
7. Utilize the nursing process in promoting health in individuals, families, aggregates, and community
8. Identify risk factors and/or potential problems influencing health
9. Identify current factors affecting nursing roles in health promotion

  | Reading, discussion, PowerPoint |

**Chapter 6: Cultural Considerations**

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| **Unit Objectives** | **Learning Activities** |
| 1. Discuss the concept of culture, including its components
2. Differentiate among the concepts of culture, race, ethnicity, and nationality
3. Explain how culture is holistic
4. Describe how culture impacts each metaparadigm concept
5. Identify examples of bigotry, discrimination, prejudice, racism, and ethnocentrism
6. Describe how cultural assessment relates to the nursing process
7. Complete a cultural assessment of yourself and others
8. Become aware of your own culture and how it permeates your life
9. Describe how culture is interwoven with wellness and illness
10. Differentiate among cultural competence, cultural awareness, and cultural sensitivity

11.Specify ways of culturally advocating for clients | Reading, discussion, PowerPoint, case study |

**Chapter 7: Environmental Factors**

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| **Unit Objectives** | **Learning Activities** |
| 1. Identify factors influencing environmental health
2. Distinguish between the attributes of a supportive versus a threatening environment
3. Recognize common symptoms resulting from occupational and environmental pollutants
4. Describe the process of chemical sensitization
5. Discuss the nurse’s role in promoting environmental health
6. Assess a variety of environments for sources of toxins
7. Select interventions to improve environmental health
8. Explain the relationship between natural, technological, or terror-related disasters and posttraumatic stress disorder.
9. Discuss ways to empower citizens to protect a community’s environmental health
 | Reading, discussion, PowerPoint, case study |

**Chapter 8: The Mind-Body Connection**

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| **Unit Objectives** | **Learning Activities** |
| 1. Describe the ways by which the neural and endocrine systems modulate the immune function
2. List the outcome measurements used to determine changes in immune status
3. List five chemicals involved in the communication between the neural, endocrine, and immune systems.
4. Describe how stress impacts the neural, endocrine, and immune systems.
5. Discuss research findings on psychoneuroimmunology, stress, and illness.
6. Identify normal lifetime stressors, emotional states, and diseases that can negatively impact the immune function.
7. Describe at least three nursing interventions useful in promoting immunoenhancement.
 | Reading,discussion, PowerPoint, demo |

**Chapter 9: The Mother, Infant, and Toddler**

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| **Unit Objectives** | **Learning Activities** |
| 1. Examine health promotion strategies in the biologic domain for mothers, infants, and toddlers.
2. Identify nursing responsibilities for screening to promote the health of mothers, infants, and toddlers.
3. Relate theories of cognitive and emotional development to health promotion strategies in infants and toddlers.
4. Identify social networks and their importance in mother and infant health.
5. Describe occurrence, signs and symptoms, and nursing responsibilities relating to child abuse and neglect.
6. Identify legislative actions designed to improve the health of mothers and infants.
7. Describe parental and nursing responsibilities for promoting infant and toddler safety.
8. Relate normal sexual development to strategies designed to promote sexual health in infants.
9. Describe spiritual influences on health promotion in pregnant women, infants, and toddlers.
 | Reading, discussion, PowerPoint, case study review |

**Chapter 10: The Child**

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| **Unit Objectives** | Learning Activities |
| 1. Examine health promotion strategies in the biologic domain for children.
2. Identify nursing responsibilities for screening to promote health of children.
3. Relate theories of cognitive and emotional development to health promotion strategies in children.
4. Identify social networks and their importance in child health.
5. Describe occurrence, signs and symptoms, nursing responsibilities, and strategies relating to child abuse and neglect.
6. Identify legislative actions designed to improve the health of children.
7. Describe parental and nursing responsibilities for promoting child safety.
8. Relate normal sexual development to strategies designed to promote sexual health in children.
9. Describe spiritual influences on health promotion in children.
 | Reading, discussion, PowerPoint, case study review |

**Chapter 11: The Adolescent and Young Adult**

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| **Unit Objectives** | **Learning Activities** |
| 1. Examine health promotion strategies in the biological domain for adolescents and young adults.
2. Identify nursing responsibilities for screening to promote health of adolescents and young adults.
3. Relate theories of cognitive and emotional development to health promotion strategies in adolescents and young adults.
4. Describe occurrence of, signs and symptoms of, nursing responsibilities for, and strategies to reduce or prevent abuse and domestic violence.
5. Identify political influences on the adolescent and young adult.
6. Describe strategies to reduce accidental death in adolescents and young adults.
7. Relate normal emotional and sexual development to strategies designed to promote sexual health in adolescents and young adults.
8. Describe spiritual development in adolescents and young adults.
 | Reading, discussion, PowerPoint, case study review |

**Chapter 12: The Middle-Aged Adult**

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| **Unit Objectives** | **Learning Activities** |
| 1. Describe the characteristics of middle adulthood that influence health promotion activities.
2. Discuss the function of health promotion for the middle adult in terms of improved physiological, psychological, sociological, spiritual, and sexual health.
3. Identify environmental factors that influence health outcomes for the middle adult.
4. Describe guidelines and prevention recommendations for healthy lifestyles for this age group.
5. Propose nursing’s role in early detection (secondary prevention) activities based on recommended screening tests for middle adults based on age, gender, and risk status.
 | Reading, discussion, PowerPoint, case study review |

**Chapter 13: The Older Adult**

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| **Unit Objectives** | **Learning Activities** |
| 1. Identify nursing responsibilities in promoting the health of older adults
2. Explore demographic trends related to aging
3. Examine developmental theories with respect to aging
4. List health promotion tips for expected physiological changes of aging
5. Identify strategies within the biological domain (nutrition, fitness and exercise, sleep, and sex) to promote health in older adults
6. Relate effects from the socioeconomic domain to the health of older adults
7. Describe issues from the psychological domain (stress and elder abuse) that contribute to the health of older people
8. Consider the influence of spirituality in promoting health of older adults
9. Identify environmental influences that contribute to the health of older adults
10. Discuss future research trends that may influence the health of older adults
11. Identify health promotion resources for this age group
 | Reading, discussion, PowerPoint |

**Chapter 15: Embracing Proper Nutrition**

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| **Unit Objectives** | **Learning Activities** |
| 1. Recognize those nutrients that are essential to maintaining health
2. Identify the major goals of *Healthy People 2020*
3. Describe how the biological, psychological, sociocultural, spiritual, and environmental domains influence eating behaviors
4. Develop an awareness of how nutritional excesses and deficits affect health promotion
5. List dietary strategies that promote a healthful diet
6. Utilize the food guide pyramid in planning a healthy diet
7. Recognize how the exchange system can be utilized as a tool for menu planning
8. Recognize how the nursing process may be utilized in developing a nutritionally balanced health promotion plan
 | Reading, discussion, PowerPoint. LT Project |

**Chapter 16: Engaging in Physical Fitness**

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| **Unit Objectives** | **Learning Activities** |
| 1. Explain why exercise is important in health promotion
2. Define physical fitness, including health-related fitness and motor-performance fitness
3. Assess the various components of health-related fitness
4. Identify the general principles of fitness training
5. Plan a fitness program using the FITT Model
6. Understand the principles and concepts of cardiovascular fitness
7. Describe the essential elements of training
8. Identify frequent problems related to exercise
9. Describe the RICE concept for injury treatment
10. Identify myths and fallacies of exercise
11. Describe how the health promotion model is useful in developing a fitness program
12. Recognize how the nursing process may be utilized in developing a physical fitness plan.
13. Identify practical tips for increasing physical activity.
 | Reading, discussion, PowerPoint, LT Project |

**Chapter 17: Controlling Weight**

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| **Unit Objectives** | **Learning Activities** |
| 1. Identify physiological, psychosocial, and economic consequences of obesity
2. Recognize obstacles encountered in weight control
3. Identify theories associated with obesity.
4. Describe how the domains fundamental to health promotion influence weight.
5. Describe how the biological/physiological domains influence obesity
6. Recognize the role of heredity in obesity.
7. Describe environmental domain influences on obesity.
8. Identify biological theories that influence weight control.
9. Describe how the sociocultural domain influences weight control.
10. Recognize how the nursing process may be utilized in developing a weight control health promotion plan.
11. Utilize nursing’s health promotion model in determining strategies for weight control
12. Explain ways to help promote lifestyle changes and successful weight control
 | Reading, discussion, PowerPoint, LT Project |

**Chapter 18: Avoiding Tobacco, Alcohol, and Substance Abuse**

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| **Unit Objectives** | **Learning Activities** |
| 1. Describe the impact of substance use, abuse, and addition on society
2. Differentiate among prescription, nonprescription, and psychotropic drugs
3. Explain the mechanics of drugs
4. Differentiate among drug misuse, abuse, and addiction
5. Compare the biological and psychosocial bases of addiction
6. Describe the effects of nicotine, alcohol, and psychotropic drugs on the body and the brain
7. Relate patterns of substance abuse to gender, age, and ethnicity
8. Discuss substance abuse among nurses
9. Identify the relationship of comorbidity, mental health, physical health, and spirituality to substance abuse and addiction
10. List health promotion and preventive strategies related to tobacco, alcohol, and other drugs
11. Describe the role that nurses have in prevention, abuse, and addiction to drugs
 | Reading, discussion, PowerPoint, LT Project |

**Chapter 19: Enhancing Holistic Care**

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| **Unit Objectives** | **Learning Activities** |
| 1. Create a personal definition of a healing nurse
2. Discuss how the nurse can help the client discover and meet health needs
3. Explore the concept of the human energy field and its relevance to nursing
4. List two ways to become conscious of and change unwanted thoughts
5. Discuss how imagery can be used to promote health
6. Practice and teach the Relaxation Response technique
7. List two ways the nurse can use light and sound for health promotion
8. Demonstrate the use of Centering and Grounding as used in Therapeutic Touch and Healing Touch
9. Demonstrate the use of touch therapy by using reflexology or massage to help balance the body for relaxation and healing
10. Choose among methods of nurturing self and managing stress and describe how they can be used for health promotion
11. Describe how healing and health can be promoted through human caring and love
 | Reading, discussion, PowerPoint |

**Chapter 20: Concerns of the Health Professional**

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| **Unit Objectives** | **Learning Activities** |
| 1. Identify current issues that have an impact on the health care professional
2. Recognize specific factors that affect the nursing profession
3. Discuss health behavior patterns and their implications for the health professional
4. Describe how a health care professional’s health promotion practices influence the biological, psychological, spiritual, sociocultural, and environmental domains
5. Identify strategies for positive health promotion for health professionals
6. Utilize the steps of the nursing process to develop a health promotion plan for the health care professional
 | Reading, discussion, PowerPoint |

**Chapter 21: Health Care Cost and Quality Issues**

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| **Unit Objectives** | **Learning Activities** |
| 1. Describe the changes that affect the cost and quality of health care today
2. Describe the factors influencing increases in health care costs
3. Describe efforts made by health-care-conscious organizations, the government, and consumers to control health care costs
4. Define managed care
5. Define the different types of managed care organizations
6. Discuss the nurse’s role in managed care organizations
7. Identify measures indicative of a quality managed care organization
8. Describe some of the functions of the National Committee for Quality Assurance
9. Describe how national standards and nursing quality issues are affected by managed care
10. Describe how the concept of health promotion relates to managed care and health care costs
 | Reading, discussion, PowerPoint |

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