



# **NURS 5304.01 HEALTH PROMOTION AND POPULATION HEALTH**

COURSE SYLLABUS: FALL 2019

## **INSTRUCTOR INFORMATION**

**Instructor:** Monica Tenhunen, RN, DNP, GNP-BC

**Office Location:** Nursing Building

**Office Hours:** as posted

**Office Phone:** 903-886-5315

**Office Fax:** 903-886-5729

**University Email Address:** monica.tenhunen@tamuc.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** Two (2) business days

## **COURSE INFORMATION**

### **Materials – Textbooks, Readings, Supplementary Readings**

#### **Textbook(s) Required**

Celentano, D. D., & Szklo, M. (2018). *Gordis epidemiology* (6th ed.). St. Louis, MO: Elsevier.

Raingruber, B. (2017). *Contemporary health promotion in nursing practice* (2nd ed.). Burlington, MA: Jones & Bartlett.

US Preventive Services Task Force. (current). *Information for health professionals*. Retrieved from <https://www.uspreventiveservicestaskforce.org/Page/Name/tools-and-resources-for-better-preventive-care>

Laboratory and Diagnostic Tests textbook of your choice

<https://guidelines.ecri.org>

<https://nccih.nih.gov>

*The syllabus/schedule are subject to change.*

Healthy People 2020: [https://www.cdc.gov/nchs/healthy\\_people/hp2020.htm](https://www.cdc.gov/nchs/healthy_people/hp2020.htm)

Other online resources and articles as directed

**Software Required**                      **None**

**Optional Texts and/or Materials**                      **None**

## **Course Description**

This course focuses on the assessment and management of healthy children and adults in a variety of settings. The concepts of health, health promotion, and disease prevention related to age and cultural values are explored. Health promotion for vulnerable populations is explored through epidemiologic methods. Age appropriate primary and secondary prevention and risk reduction strategies and their research base are examined. Prerequisites: Instructor Permission.

## **Student Learning Outcomes**

Upon completion of the course, the student will have been given the opportunity to:

1. Integrate philosophical, ethical, epidemiological, and political issues in the analysis of health promotion, health education, and compliance theories and concepts. (AACN Masters Essential VIII)
2. Relate health belief models to observed health behaviors of individuals throughout the lifespan. (AACN Masters Essential VIII)
3. Analyze the effect of psychological, physiological, sociological, cultural, and spiritual variables on client health and health promotion in rural communities. (AACN Masters Essential VIII)
4. Formulate and implement management strategies for risk analysis, risk reduction, screening, lifestyle change, disease prevention, and disease detection for age-appropriate culture-specific health promotion, according to recognized clinical prevention standards. (AACN Masters Essential VIII)
5. Synthesize andragogical and pedagogical principles, learning theories, and research findings into health promotion teaching activities.
6. Demonstrate competence in the presentation of a case study incorporating health assessment/risk data, intervention strategies, theoretical frameworks, and evaluation of interventions. (AACN Masters Essential IX)
7. Evaluate alternative, complementary, or adjunct modalities used for promoting health. (AACN Masters Essential VIII)

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using the learning management system, using Microsoft Word and PowerPoint.

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## Instructional Methods

This is a blended course without lecture requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

## Student Responsibilities or Tips for Success in the Course

Logging into the course website daily during the week, checking emails at least daily, updated semester calendar, at least six hours of weekly study, attendance at all class meetings, and review of examinations.

## GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 83%-89%

C = 75%-82%

D = 60%-74%

F = 59% or Below

<b>Complementary, Alternative &amp; Integrative Health (CAI) PowerPoint</b>	<b>10%</b>
<b>Epidemiology Flyer</b>	<b>5%</b>
<b>Epidemiology Presentation</b>	<b>15%</b>
<b>Health Promotion Presentations to Clients</b>	<b>25%</b>
<b>Health Promotion Presentation to Class</b>	<b>25%</b>
<b>Client Health Promotion Paper</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

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Successful completion of the assessments will enable the student to meet the student learning outcomes.

## Assessments

### CAI PowerPoint

10% 11/3

The purpose of this assessment is for the student to identify and evaluate an applicable CAI topic for a family practice clinic and develop a PowerPoint presentation for submission (Learning outcome #7). **Topic must be approved by instructor by October 6<sup>th</sup> to prevent duplication of topics by students.** See grading rubric on D2L.

### Epidemiology Flyer

5% 10/2

The purpose of this assessment is for the student to develop a flyer for patients in a family practice clinic about their assigned epidemiological disease and screening tool (Learning outcome #1). See grading rubric on D2L.

### Epidemiology Presentation

15% 10/2

Students will be assigned a disease condition and will identify a screening tool used for the condition. The student will describe the prevalence of the disease, course of disease; evaluate the specificity and sensitivity of the tool, cost of the tool and follow-up screening. Analyze the value of screening with the tool, biases in the tool and their recommendation for who should be screened and why or why not (Learning outcome #1). See grading rubric on D2L.

### Health Promotion Presentation to Clients

25% varies

In groups, students will develop, implement and evaluate a 30-45-minute teaching event for university faculty and staff based on their assigned Healthy People 2020 topic area.

**Outline of presentation will be due two weeks prior to scheduled presentation date.** Dates for the presentations will be provided (Learning outcome #2, #3 & #5).

### Health Promotion Presentation to Class

25% 12/4

In groups, students will present to the class the health promotion plan they developed, implemented and evaluated. Presentation will include relevant research on topic, integration of health promotion theory, reasons for the theory used, description of resources and analysis of changes for future presentations (Learning outcome #2, #3 & #5). See grading rubric on D2L.

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The purpose of this assessment is for the student to determine a patient's wellness status and risk for disease based on the following risk factors: genetic, age, personal health habits, biological characteristics, lifestyle, cultural influences, environment, and spiritual health. The student will then develop a health promotion plan for the patient and determine how to evaluate the plan based on integration of the health assessment, risk factor analysis, and identification of health goals (Learning outcome #2, #3, #4, & #6). See grading rubric on D2L.

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

It is expected that you will check your D2L course and email at least **DAILY** for communication from the instructor. A response will occur within two (2) business days. Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email, or via office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Late Submissions**

It is expected that you will submit all assignments on time. If you need an extension, it should be requested before the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

#### **Paper submissions**

All documents submitted online are to be in .docx, .rtf, or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

#### **Nursing Student Guide**

Specific information for the nursing student regarding the nursing program and current policies and procedures can be found here:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/Current%20Students/MSNStudentGuide/default.aspx>

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## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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## COURSE OUTLINE / CALENDAR

<b>Week Monday Date</b>	<b>Content</b>	<b>Reading Assignments</b>	<b>Class Meetings/ Class Assignments</b>
1 8/26	Course Overview	Syllabus	Class 8/27 13-1600
2 9/2	Concepts of Health, Health Promotion, and Illness Prevention Epidemiology	Raingruber Ch. 1 Celentano & Szklo Ch. 1 & 2 HP 2020 website	
3 9/9	Validity & Reliability of Diagnostic & Screening Tests	Celentano & Szklo Ch. 5 & 18 Lab textbook of choice <a href="https://guidelines.ecri.org">https://guidelines.ecri.org</a>	
4 9/16	History of Health Promotion	Raingruber Ch. 2	
5 9/23	Health Promotion Theories	Raingruber Ch. 3	
6 9/30	Risk Assessment & Strategies for Health Promotion	USPSTF Guide	Class 10/2 08-1200 Epidemiology Presentations & Flyer
7 10/7	Complementary, Alternative & Integrative Health	<a href="https://nccih.nih.gov/">https://nccih.nih.gov/</a> Raingruber Ch. 7	
8 10/14	Natural History of Disease	Celentano & Szklo Ch. 6	
9 10/21	Genetic & Social Determinants of Health	Raingruber Ch. 4 Celentano & Szklo Ch. 16	
10 10/28	Health Literacy	Raingruber Ch. 6	CAI PowerPoint due 2359, 11/3
11 11/4	Health Promotion in Diverse Populations	Raingruber Ch. 5 & 8	
12 11/11	Evaluation, Research & Measurement in Health Promotion	Raingruber Ch. 10	Client Health Promotion Paper due 2359, 11/17
13 11/18	Health Promotion Policy	Raingruber Ch. 12 Celentano & Szklo Ch. 19	
14 11/25	Rural Health Promotion	Raingruber Ch. 8	
15 12/2			Class 12/4 08-1200 Health Promotion Presentations-to class
16 12/9	Finals Week		

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