



NURS 5304.01 HEALTH PROMOTION AND POPULATION HEALTH

COURSE SYLLABUS: FALL 2026

INSTRUCTOR INFORMATION

Instructor: Donna Calliccoat, DNP, MSN, APRN, FNP-C

Office Location: NURS Virtual

Office Hours: By Appointment

Office Phone: 903-886-5315

University Email Address: donna.calliccoat@etamu.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.

Laboratory and Diagnostic Tests textbook of your choice

Websites:

US Preventive Services Task Force. (current). *Information for health professionals*. Retrieved from

<https://www.uspreventiveservicestaskforce.org/uspstf/recommendationtopics/tools-and-resources-for-better-preventive-care>

Healthy People 2030: https://www.cdc.gov/nchs/healthy_people/hp2030/hp2030.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.

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 course 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, presentations, 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

- Log into the course website daily during the week
- Check emails at least daily
- Update semester calendar on personal calendar
- Complete modules and assigned readings in the week assigned
- Completion of assignments in a timely manner, according to assigned due dates

GRADING

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

A= 90%-100%

B= 80%-89%

C= 75%-79% **A minimum grade of 80 is required to pass the course.**

D= 60%-74%

F = Below 60

Evaluation Method:

Activity	Total % of Grade
Complementary, Alternative & Integrative Health (CAI) PowerPoint	25%
Epidemiology Flyer	15%
Health Promotion Presentations to Clients	30%
Client Health Promotion Paper	30%

Total	100%
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Successful completion of the assessments will enable the student to meet the student learning outcomes.

Assessments

Epidemiology Flyer

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.

Topic will be assigned by the instructor. (Learning outcome #1). See grading rubric in syllabus.

Complementary/Alternative/Integrative Therapy (CAI) PowerPoint

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 will be assigned by instructor.** See grading rubric in syllabus.

Health Promotion Presentation to Clients (PowerPoint)

Students will develop, implement and evaluate a 30-minute class based on their chosen Healthy People 2030 topic area. This topic will be presented to the class via discussion board. **Topic and client population must be approved by instructor. Outline of presentation will be due two weeks prior to the presentation due date & submitted in D2L.** (Learning outcome #2, #3 & #5). See grading rubric in syllabus.

Client Health Promotion Paper

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). **Choose a client via culture, gender, diagnosis(es) and age you would see in a family practice clinic. Choose a client that is not of your own culture or age. Client must be approved by instructor.** See grading rubric in syllabus.

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. *All submissions should have the student's name on the actual document.*

Submitting assignments: Upload all completed assignments to the appropriate area in D2L. Before uploading any assignment, name the file with the course number, your name, last, first, the assignment or document name submitted. Preceptor agreements for example would be- 5622 Callicoat, Donna, Preceptor Agreement Hanko.

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.

Nursing Student Guide:

Specific information for the nursing student regarding the nursing program and current policies and procedures can be found here: <https://www.tamuc.edu/wp-content/uploads/2021/05/62492243-msn-student-guide2020.pdf>

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others (Nursing Student Conduct Code--See the BSN Student Guide).

AI Use in Course:

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Interaction with Instructor Statement:

Communication between faculty and students is important and taken seriously. Preferred communication methods are through email through the Texas A&M University-Commerce email system, accessible within the D2L course. All students will be treated with collegial respect and are expected to communicate likewise in a professional manner. Students should check their university email accounts daily for course updates and communication with the instructor. It is expected that assignments will be graded and returned to the student within two (2) weeks of submission.

Class Involvement:

As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to due dates and for being prepared to participate in discussion forums over the assigned material.

If students have difficulty accessing formats or other content in the course, please contact course faculty who will work with students individually address their needs. "...with the growth of online education, it is now largely the **obligation of the instructors** themselves to proactively design courses that are equally **accessible** to all students." L. Scott Lissner. Retrieved from:

<https://www.insidehighered.com/news/2013/06/24/faculty-responsible-making-onlinematerials-accessible-disabled-students>

Class Attendance:

Class attendance for online courses is defined as completing module activities and is expected. As an adult learner and responsible professional, the student is responsible for reading and Completing assignments. It should not be expected that all material will be covered by the Instructor.

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/BrightspacePlatform-Requirements>

LMS Browser Support:

<https://documentation.brightspace.com/EN/brightspace/requirements/all/browser-support.htm>

Zoom Video Conferencing Tool

<https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/ZoomAccount.aspx?source=universalmenu>

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.

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.

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>

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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademic>

[DishonestyForm.pdf](#)

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

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 Velma K.

Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: <https://www.tamuc.edu/student-disability-services/>

If students have difficulty accessing formats or other content in the course, please contact course faculty who will work with students individually address their needs.

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&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

NURS 5304 COURSE OUTLINE/CALENDAR

Fall 2026

Week Monday Date	Content	Reading Assignments	Class Meetings/ Class Assignments
8/20	Course Overview	Syllabus	Orientation via Zoom Link in D2L course August 20; @ 9 am Complete Class Introduction/discussion board
1 8/24	Concepts of Health, Health Promotion, and Illness Prevention Epidemiology	Raingruber Ch. 1 Celentano	
2 8/31	Concepts of Health, Health Promotion, and Illness Prevention Epidemiology	Szklo Ch. 1 & 2 HP 2030 website	9/7 Labor Day Holiday
3 9/7	Validity & Reliability of Diagnostic & Screening Tests	Celentano & Szklo Ch. 5 & 18 Lab textbook of choice https://guidelines.ecri.org	
4 9/14	History of Health Promotion	Raingruber Ch. 2	
5 9/21	Health Promotion Theories	Raingruber Ch. 3	
6 9/28	Risk Assessment & Strategies for Health Promotion	USPSTF Guide	
7 10/5	Complementary, Alternative & Integrative Health	https://nccih.nih.gov/ Raingruber Ch. 7	
8 10/12	Natural History of Disease	Celentano & Szklo Ch. 6	Epidemiology Flyer Due 10/15 @2359

9 10/19	Genetic & Social Determinants of Health	Raingruber Ch. 4 Celentano & Szklo Ch. 16	
10 10/26	Health Literacy	Raingruber Ch. 6	CAI PowerPoint due 10/29 @ 2359

11 11/2	Health Promotion in Diverse Populations	Raingruber Ch. 5 & 8	
12 11/9	Evaluation, Research & Measurement in Health Promotion	Raingruber Ch. 10	
13 11/16	Health Promotion Policy	Raingruber Ch. 12 Celentano & Szklo Ch. 19	Health Promotion Presentation Due 11/19 @ 9:30am
14 11/23	Thanksgiving Break/writing week	Writing week	11/26/26 Thanksgiving
15 11/30	Rural Health Promotion	Raingruber Ch. 8	
16 12/7	Finals Week		Client Health Promotion Paper Due 12/7 @ 2359

Assessments and Rubrics

Complementary/Alternative Integrative Therapy (CAI) PowerPoint

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).

Complementary, Alternative & Integrative Health PowerPoint Rubric

Criteria	Possible Points	Score	Comments
Introduce your topic; therapeutic benefit(s) of topic	15		
Research supporting the use of the topic; at least three (3) recent <u>research</u> articles (within last 5-7 years); what further research is needed	25		
What knowledge, skills & attitudes are needed to participate in the topic	30		
Patients/conditions that would benefit from use of the topic	20		
Presentation skills- introduction/conclusion; appropriate presentation format; reference slide; max 15 slides. 3 scholarly responses to peers.	10		
Total	100		

Epidemiology Flyer

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).

Epidemiology Flyer Rubric

Criteria	Possible Points	Score	Comments
Describe disease and course of disease	20		
Identify screening tool selected along with accuracy of the tool and recommendation for who should or should not be screened	30		
Identify any potential follow-up screening	20		
Resources for patients to obtain more information	10		
Appropriate reading level; creative. References included	20		
Total	100		

Health Promotion Presentation to Clients (PowerPoint)

Students will develop, implement and evaluate a 30-minute class based on their chosen Healthy People 2030 topic area. This topic will be presented via discussion board in a PowerPoint format. **Topic and client population must be approved by instructor. Outline of presentation will be due two weeks prior to scheduled presentation date submitted in D2L.** (Learning outcome #2, #3 & #5).

Health Promotion Presentation-Clients Rubric

Criteria	Possible Points	Score	Comments
Introduction of topic and objectives of presentation	15		
Creativity and effectiveness of learning aids	15		
Organized and comprehensive presentation	20		
Engages audience; appropriate responses to audience comments and questions	15		
Evaluates pre and post knowledge/if objectives were met	20		
Outline submitted on time; professional dress; appropriate presentation skills; max 30 minutes; PowerPoint with references. 3 scholarly responses to peers.	15		
Total	100		

Client Health Promotion Paper

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). **Choose a client via culture, gender, diagnosis(es) and age you would see in a family practice clinic. Choose a client that is not of your own culture or age.**

Client Health Promotion Paper Rubric

Criteria	Possible Points	Score	Comments
Identification of client selected-include personal health habits, lifestyle, environment, spirituality, etc.	10		
Description of assessment tools and rationale for use	15		
Summary of health assessment and risk factor analysis-include cardiovascular disease, cancers, diabetes, accidents, suicide, life stressors, and others as appropriate	20		
Framework for health promotion plan (nursing model, health promotion theory, learning theory, change theory, etc).	15		
Client health goals	10		
Health Promotion Plan-strategies/interventions and proposed evaluation; supported by relevant research	20		
APA format; grammar; spelling; appropriate terminology; 10-12 pages not including title and reference page.	10		
Total	100		