



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

**COURSE SYLLABUS: FALL 2018**

## **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**

Gordis, L. (2014). *Epidemiology* (5th 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

Online resources and articles as directed

**Software Required**            **None**

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

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## **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. (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 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

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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) Presentation</b>	<b>15%</b>
<b>CAI Flyer</b>	<b>5%</b>
<b>Epidemiology PowerPoint</b>	<b>10%</b>
<b>Health Promotion Presentations to Clients</b>	<b>20%</b>
<b>Health Promotion Presentation to Class</b>	<b>20%</b>
<b>Client Health Promotion Paper</b>	<b>20%</b>
<b>Interpretation of Laboratory Results</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>

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

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## **Assessments**

### **CAI Presentation**

**15% 10/3**

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 presentation for class (Learning outcome #7). Topic must be approved by instructor by September 16<sup>th</sup> to prevent duplication of topics by students. See grading rubric on D2L.

### **CAI Flyer**

**5% 10/3**

The purpose of this assessment is for the student to develop a flyer for a family practice clinic's patients about their identified CAI (Learning outcome #1). See grading rubric on D2L.

### **Epidemiology PowerPoint**

**10% 11/4**

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**

**20% varies**

In groups, students will develop, implement and evaluate a 30-45 minute teaching event for university faculty and staff. 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**

**20% 12/5**

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 learning theory used, description of resources and analysis of changes for future presentations (Learning outcome #2, #3 & #5). See grading rubric on D2L.

### **Client Health Promotion Paper**

**20% 11/18**

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,

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risk factor analysis, and identification of health goals (Learning outcome #2, #3, #4, & #6). See grading rubric on D2L.

### **Interpretation of Laboratory Results**

**10% 10/21**

The purpose of this assessment is for the student to analyze physiological variables and their effect on client health (Learning outcome #3). See grading rubric on D2L.

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### **Desktop Support**

<b>Browser</b>	<b>Supported Browser Version(s)</b>	<b>Maintenance Browser Version(s)</b>
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

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- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## **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

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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**

### **Brightspace Support**

#### **Need Help?**

#### **Student 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 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.



#### **System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

#### **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.

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### **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>

## **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: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

### **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>

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## **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>

## **ADA Statement**

### **Students with Disabilities**

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/>

### **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.

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## **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 8/27	Course Overview	Syllabus	Class 8/30 13-1700
2 9/3	Concepts of Health, Health Promotion, and Illness Prevention Epidemiology	Raingruber Ch. 1 Gordis Ch. 1 & 2	
3 9/10	Complementary, Alternative & Integrative Health	National Center for Complementary & Integrative Health <a href="https://nccih.nih.gov/">https://nccih.nih.gov/</a> Raingruber Ch. 7	
4 9/17	History of Health Promotion	Raingruber Ch. 2	
5 9/24	Health Promotion Theories	Raingruber Ch. 3	
6 10/1	Risk Assessment & Strategies for Health Promotion	USPSTF Guide	Class 10/3 08-1200 CAI Presentations & Flyer
7 10/8	Validity & Reliability of Diagnostic & Screening Tests	Gordis Ch. 5 & 18 Lab textbook of choice	
8 10/15	Natural History of Disease	Gordis Ch. 6	Interpretation of Laboratory Results due 2359, 10/21
9 10/22	Genetic & Social Determinants of Health	Raingruber Ch. 4 Gordis Ch. 16	
10 10/29	Health Literacy	Raingruber Ch. 6	Epidemiology PowerPoint due 2359, 11/4
11 11/5	Health Promotion in Diverse Populations	Raingruber Ch. 5 & 8	
12 11/12	Evaluation, Research & Measurement in Health Promotion	Raingruber Ch. 10	Client Health Promotion Paper due 2359, 11/18
13 11/19	Health Promotion Policy	Raingruber Ch. 12 Gordis Ch. 19	
14 11/26	Rural Health Promotion	Raingruber Ch. 8	
15 12/3			Class 12/5 08-1200 Health Promotion Presentations-to class
16 12/10	Finals Week		

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