



School of Nursing

Course Syllabus

NUR 291

Health Promotion

NUR 291 Health Promotion

Spring 2019

Credits: 1

Fridays: Section -01 8:30-9:20

Section -02 9:30-10:20

Course Coordinators/Faculty:

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CATALOG DESCRIPTION:

This course focuses on the concepts of health promotion and disease prevention and the role of the nurse in affecting change in populations. This course focuses on topics related to health promotion for individuals and families throughout the lifespan. Nursing care of the family will be discussed including patterns associated with adaptive and maladaptive behaviors and theory related to behavior change. An emphasis is placed on teaching and supporting healthy lifestyle choices for individuals of all ages. Nutrition, exercise, stress management, empowerment, and risk reduction practices are highlighted.

Prerequisites: BI 151/L, BI 152/L, NUR 190, MA 107, NUR 201, NUR 202 NUR 290

Co-requisites: NUR 203, NUR 204, NUR 206

COURSE LEARNING OUTCOMES:

At the end of this course, the students will:

1. Describe the role of the nurse in health promotion and disease prevention;
2. List the key concepts of Healthy People 2020;
3. Explain three types of primary prevention;
4. Differentiate health promotion and disease prevention at the individual, family, and population levels within a cultural context;
5. Describe the ethical responsibilities of healthcare professionals to health promotion; and
6. Implement the components of a health teaching plan

PROGRAM LEARNING OUTCOMES:

The student will demonstrate the ability to:

1. Use the nursing process for comprehensive assessments of health and illness parameters in patients using developmentally, and culturally, appropriate approaches;
2. Provide safe, holistic, patient-centered care, across the health-illness continuum, across the lifespan, using state-of-the-art methodologies, and in all healthcare settings;
3. Engage in dialogue about contemporary issues in healthcare, the ability to effectively advocate in the interest of patients, and the ability to lead others in the professional nursing role;

4. Communicate and collaborate effectively with patients and professionals from a variety of disciplines;
5. Critically evaluate and integrate research and reliable clinical evidence to inform nursing practice;
6. Incorporate informatics and healthcare technologies into the practice of professional nursing;
7. Use determinants of health, tools for measurement, and mechanisms to affect change in populations; and Describe the elements of health care policy and finance within a regulatory environment

Key for progression in professional nurse practice
I= Introduced to the concept/skill D= Developing M= Mastered

PLO Program Learning Outcomes	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO#1 Nursing Process, health and illness, application. Developmentally and culturally appropriate care.	I	I	I	I	D	I
PLO#2 Safe, holistic care, across the lifespan. Patient-centered care.	I	I		I	I	I
PLO#3 Patient advocate, apply leadership and professional nursing principles.	I	I		I	I	I
PLO#4 Communicate and collaborate with professional disciplines in providing patient care.	I	I	I	I	I	I
PLO#5 Evidence-based practice, research knowledge and participation.	I	I	I	I	I	I
PLO#6 Informatics, healthcare technologies as applied to professional nursing practice.						I
PLO#7 Health Promotions/Disease Prevention, determinants of health.	I	I	I	I	I	I
PLO#8 Describe Healthcare finance and policy development.						

Program Associated Hawaiian Core Values	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
1. Patient Centered-Care, <i>Ka mālama olakino pili pono i ia kanaka</i>	I	I	I	I	I	I

2. Community Based Care, <i>Ka mālama olakino ma o ke kaiāulu</i>	I	I	I	I	I	I
3. Developmentally and Culturally Appropriate Care, <i>Ka mālama olakino kūpono no ka ho'omōhala a me ka mo'omeheu</i>	I	I	I	I	I	I
4. Care Across the Lifespan <i>Ka mālama olakino o ka wā ola</i>	I	I	I	I	I	I

Required Texts and Reading:

ATI 2016 Content Mastery Series

- Fundamentals for Nursing (9.0) Unit 2 (Ch. 16-25)
- RN Adult Medical Surgical Nursing (10.0) (Health Promotion & Disease Prevention only)
- RN Nursing Care of Children (10.0) (Health Promotion & Disease Prevention only Ch 3-7)
- RN Maternal Newborn Nursing (10.0) (Health Promotion & Disease Prevention only Ch 1,& 4-5)

Healthy People 2020 www.HealthyPeople2020.gov

Hawaii Health Matters <http://www.hawaiihealthmatters.org/>

Centers for Disease Control <https://www.cdc.gov/>

Textbooks as reference:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: Publisher.

Purdue Online Writing Lab (OWL) <https://owl.english.purdue.edu/owl/resource/560/01/>

Library: The Sullivan Family Library <http://www.chaminade.edu/library>

TEACHING/LEARNING STRATEGIES:

Lecture, group discussion, small group activities, classroom questions, online or written exams, service-learning participation, written assignments, and professional presentation

COURSE REQUIREMENTS/METHOD OF EVALUATION: Exams, Creation of Teaching Tools, Health Promotion Presentation, Service-Learning Reflection

COURSE GRADING:

Points/Percent

Exams (4 x 10 points)	40	
Classroom participation activities (10)	10	
Service-Learning Reflection Paper	10	
ATI G & D Templates (10 x 1 point)	10	
Health Promotion Project		NOTE: NEW ASSIGNMENT DESIGN
Poster	10	
Participant for peer presentations	10	Must visit 27/37 peer presentation posters
Presentation	<u>10</u>	Evaluation by participants and faculty
	100	

***IMPORTANT - In order to receive a grade (points) for the service-learning reflection paper, students must complete the service-learning hour-requirement with "excellent" or "good" evaluations from the community partners. Satisfactory performance in service-learning is required for passing this course. Final percentage grades are not rounded.**

Points/Percent	Letter Grade		Points/Percent	Letter Grade
90-100	A		60-69.99	D
80-89.99	B		Below 60	F
70-79.99	C		<i>C grade (70%) required to pass course</i>	

ASSIGNMENTS:

- Four non-cumulative exams (in Canvas)
- Classroom activities and participation
- Service-Learning reflection paper (see Service-Learning section of syllabus)
- 10 ATI Growth and Development Templates - Handwritten
- Health Promotion Project (completed with a self-selected partner). The pair will
 - Choose a health topic and presentation date (from list/schedule provided by faculty)
 - Develop a teaching plan for the health topic (aimed at the general client population)
 - Design and print a health topic presentation poster
 - Clear, concise, informative, visually engaging
 - Include QR code linked to Google Form for assessment/evaluation questions
 - Include two questions to assess participant learning
 - Include required questions (from faculty) for participants to evaluate presentation
 - Present health topic poster to students/faculty for one 1-hour block (1230-1330) on the lanai in front of the Nursing Office during April (Mondays, Tuesdays, or Thursdays)
 - Present one additional 1 hour to alternate audience (Saint Louis School senior high students)

COURSE POLICIES:

All policies stated in the Chaminade University and Chaminade University School of Nursing handbooks are in effect in this course

Academic Honesty:

Nursing students are responsible for promoting academic honesty in all educational settings. Nursing students represent Chaminade University and the School of Nursing and as such are expected to demonstrate professional, ethical behavior in the classroom, in laboratory settings, in the clinical setting, and in the community. The Chaminade student nurse shall be committed to the Marianist values and the core values of the School of Nursing.

Questions of unethical behavior or academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean for Nursing. Punishment for academic dishonesty or unethical behavior will be determined by the instructor in collaboration with the Dean for Nursing and may range from an "F" for the work in question to an "F" for the course to suspension or dismissal from the program

Course Atmosphere:

This course is not strictly a lecture course. Some of the content will be presented in a lecture format; however, we will be discussing the assigned readings, sharing our reflections on what we've read and our own personal experiences, and working in small and large groups. Everyone's participation is essential as we will learn and grow from the sharing that occurs. It is the expectation that students will come to lecture, lab or clinical prepared and ready to fully engage in learning.

Attendance:

Class attendance is regarded as an essential part of the educational process. ***Class is mandatory and students are expected to attend all classes.*** The classroom is a teaching and learning environment where there is an exchange of

knowledge and experience, so it is essential that students attend class and actively participate in classroom activities to maximize individual learning. Students who are absent from class not only miss a part of the subject matter of the course but also diminish the opportunities for contributing to the learning environment for the entire class. Each student will be encouraged to develop a professional work ethic that reflects personal responsibility, initiative, and teamwork. Students should notify the instructor by phone or email when illness prevents them from attending class and make arrangements to complete missed assignments. Any student who stops attending class without officially withdrawing may receive a failing grade. Unexcused absences equivalent to more than a week of class may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Class participation/classroom activity:

Please see note above about attendance and course atmosphere. Students absent from class (excused or unexcused) will be responsible to obtain the information presented in class including handouts. Every student is expected to be an engaged learner in the classroom. Substantive participation may include but not limited to: participating in class activities, asking relevant questions, adding information in class supported by pertinent reading materials, discussion questions answered posted in Canvas, etc. Substantive class participation often translates to active learning.

Academic Conduct:

Please refer to and follow all policies and procedures included in the University and School of Nursing Student Handbook (available in hard copy and online) and carefully read all areas. Please pay attention to the sections that discuss plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading.

Assignments:

It is expected that assignments will be submitted in on time. Late assignments are highly discouraged. Students (at an instructor's discretion) may ask an extension of an assignment for the didactic portion of this course only, but will be subject to the deduction of points as stipulated above in the late assignments. Students are encouraged to collaborate, but individual assignments must be done in an individual basis. When templates are used and submissions appear to present duplicated information, suspicion of academic dishonesty may occur. Please review the policy of academic honesty in details.

Writing policy:

All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of APA (6th ed.) is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program at (808) 735-4881. All papers are to be word processed, proofread, and solely the work of the author. Please read information about plagiarism in your student handbook.

Testing policy:

Students are expected to take tests on the designated day. In case of an emergency, please contact the instructor prior to the test so that an alternate plan can be made. Failure to do so will result in a zero. If a test is to be made up, it must be taken before the next class. Approval for taking a make-up test must be granted by the Instructor.

Cell phones:

Use of music devices and cell phones is prohibited during all Nursing classes at Chaminade, unless specifically permitted by your instructor. Use of cell phones and music devices in the laboratory, simulation, or clinical settings is a safety and privacy issue. In addition, use of cell phones and music devices in any class is discourteous and may lead to suspicion of academic misconduct. Students who cannot comply with this rule will be asked to leave class and may receive unsatisfactory performance for that day. Please refer any questions to the Dean of Nursing.

ADA Accommodations:

Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the CUH Counseling Center (Dr. June Yasuhara; phone 735 4845) by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the

necessary accommodations. Please refer any questions to the Dean of Students and review the procedures at http://www.chaminade.edu/student_life/sss/counseling_services.php.

Title IX Compliance:

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator.

Should you want to speak to a confidential source you may contact the following: Chaminade Counseling Center at 808 735-4845. Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

SERVICE-LEARNING:

The community leaders of Papakolea conducted a health needs assessment of their Native Hawaiian Homestead residents. Based on the results, project ideas emerged. Their focus is to promote 'ohana health and aging-in-place safely, enabling the community to remain whole, while providing education and access to healthcare. After participating in the valuable training opportunities provided by our respected partners, you will complete 8 hours of direct service with Papakolea. (An additional 2 hours of service will be awarded by your professor, after participating in an on-campus health-related activity.)

Wear your community uniform for all service activities EXCEPT the garden, where you can wear comfortable clothing that you don't mind getting dirty.

Registration for SL will be done FOR YOU by the Service-Learning Office. However, you must complete a hard-copy Connection Form for Service-Learning before you begin service. Your timesheet and evaluation data will be sent directly from Papakolea to the Service-Learning Office. NO hard-copy timesheets will be used, so be sure that each site supervisor has documented your participation. *We suggest keeping your own records (e.g.: time-stamped selfies at the sites) as back-up. Refer to CANVAS Service-Learning Module for additional information.*

Contact Service-Learning Director, Candice Sakuda, at Service.Learning.CUH@Gmail.com if you have any questions.

IMPORTANT - Any Service-Learning Forms and related documents not collected in class should be submitted to the "Incoming" box outside Hale Hoaloha 104, or by email to Service.Learning.CUH@Gmail.com. Students are also required to submit copies of all Service-Learning Forms and related documents to the instructor via Canvas. If you lose, misplace, and/or fail to submit proper Service-Learning Forms and related documents by the due dates, you will not receive service-learning credit hours and lose 10% of the course grade. If you fail to complete the Service-Learning assignment due to extenuating circumstances, you will receive an "Incomplete" course grade until you successfully complete the requirement. If you fail to complete the Service-Learning portion of the course as well as other graded components, you will not pass the course.

Service-Learning Docs	Submit to SL Office	Submit to the instructor
Consent (Connection Form)		A hard copy to the instructor by Feb 8th, after signing up for SL dates
SL scheduling/ service records (Doodle)		Write dates/times on the Connection form before turning in on Feb 8th
SL Record of Participation	Papakolea tracks and will turn in to SL office- MAKE SURE you sign in and out each time	Make a copy to track your own hours. Paste URL in Canvas when done https://docs.google.com/document/d/1dg6RNyUGb8wOzMlhztIPFYfZGNdoHX8KGYv_UqPtpI8/copy
SL Evaluation	Papakolea will send data directly to SL office	
SL Reflection Paper w/ summary .ppt slide	An electronic version to Service.Learning.CUH@Gmail.com	An electronic version to Canvas SL Reflection Paper w/summary ppt slide assignment

Service-Learning Day

Your projects are important to celebrate! Our annual Service-Learning Day showcases the dedication, innovation, and civic engagement of our faculty, students, and community partners.

Service-Learning Day Celebration is scheduled for Friday, March 8, 2019 (11:30am-1:30pm). Present your projects at Service-Learning Day! Benefits for Students:

- Enhances resume
- Facilitates reflection
- Communicates the value of the course/experience
- Builds skills and offers peer support

Service-Learning Paper - Students are required to write an APA formatted reflection paper (3 pages of content with introduction and conclusion, plus a cover page and reference page) and one summative PowerPoint slide. Cite the Papakolea website and/or training materials, Chaminade website, and Hawaii Health Matters website as appropriate when writing content requiring reference.

Students should respond to these prompts and use them as their section headings in their reflection paper:

- What was your service-learning project? Where was it located? Include dates and times of service (if not complete when paper due, note future dates).
- How do you see the connection between yourself and the people you served?
- In what ways did the core values of the School of Nursing play a role in your service to others?
- What was the significance of this experience for you? What did you learn about yourself?
- What was the benefit to the organization or community because of your service?
- What knowledge about nursing did you gain from this experience?
- How can you continue to be involved in this issue and raise other people's awareness?

When you are done writing your paper, pick one or two paragraphs that highlight your personal growth or civic engagement and provide 1 powerpoint slide to illustrate it. Both electronic files should be submitted via the Canvas Assignments AND email to submit the same copies to Candice through Service.Learning.CUH@gmail.com for full points.

NOTE: Every attempt has been made to prepare the syllabus and separate class schedule in final form but changes may be deemed necessary to meet the learning outcomes of the course. Students will be notified via CUH email and in announcements on Canvas of any changes.