TEXAS A&M UNIVERSITY-CORPUS CHRISTI
SCHOOL OF NURSING AND HEALTH SCIENCES
GRADUATE NURSING PROGRAM
Nursing 5341: Wellness and Health Promotion Across the Life Span
Summer 2014

FACULTY: Sara A. Baldwin, Ph.D., RN, APHN-BC
Associate Professor

OFFICE: Island Hall 340

Office Hours: Mondays 1-3 pm or email the instructor to set up an appointment (talk, chat, text, WebEx or Skype)

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Blackboard e-mail preferred

CREDITS: Three semester hours (3:0)

PREREQUISITES

The student must:
- Be admitted to Texas A & M University, Corpus Christi,
- Hold graduate standing.

COURSE DESCRIPTION

This course provides a study of the complex integration of knowledge, research, and theory essential to developing clinical competence in the teaching-coaching function of the Advanced Practice Nurse. Selected models of health promotion, risk factors, and early disease detection are explored. The importance of considering situational, cultural, developmental, and individual perspectives in implementing disease prevention/health promotion activities is stressed.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Analyze the theoretical frameworks and concepts utilized in the definition and promotion of health.

2. Integrate and incorporate selected nursing, other theories, and research findings in the evaluation of the health status of individuals and families and in the formulation of plans to facilitate the promotion of optimal health.
a) Incorporate selected developmental theories to the process of health status evaluation and promotion.

b) Analyze the biological, behavioral, cultural, and environmental variables or risk factors that affect the client’s health and health promotion.

c) Formulate and implement health promotion interventions that are client/family/community centered, research based, and culturally appropriate.

d) Act as a client advocate and facilitate client participation in self-care by providing the client with the information and education required to make informed decisions and choices.

e) Evaluate and modify interventions as needed.

f) Evaluate pertinent research studies related to health promotion and disease prevention activities.

g) Collaborate with other members of the discussion team to improve health care and health promotion.

h) Incorporate the Healthy People 2020 recommendations and findings in health promotion interventions.

3. Choose appropriate teaching/learning theories in the implementation of health promotion activities.

a) Compare and contrast several teaching/learning theories and evaluate their application to age specific groups.

b) Evaluate the effectiveness of selected health promotion activities.

REQUIRED TEXT AND RESOURCES:


2 - Order this book!! The website first states that the cost is $5, however, continue to checkout and you can obtain your first copy for free.

LEARNING EXPERIENCES AND TEACHING METHODS:

Course objectives for this on-line course are met through individual study using the references and text identified; Learning Team discussions; completing required certificate education; and, written group and/or individual assignments. Teaching methods include assigned readings and internet searches for current standards of practice; moderated discussion rooms; and, faculty developed discussion questions. The student is responsible for identification of learning needs and self-direction for independent study of texts, on-line participation, and seeking consultation in meeting course objectives. All assignments are due on the date listed unless prior arrangements are made in advance with the professor.

The highest standards of academic honesty are expected of students. Faculty adheres to the University policy regarding academic honesty published in the University Catalog. Plagiarism or misrepresentation of references will result in failure of the work in question without the opportunity to re-do the work. See the APA manual for the proper way to use and cite material.

COURSE REQUIREMENTS:

Students are expected to:

- Complete all course assignments on time unless prior arrangements are made with the faculty; late work is not accepted and will receive a zero.
- Participate in Learning Team discussions using scholarly resources as a basis for the discussion. Discussion will be graded according to the Discussion Rubric on the Information page.
- Use the highest level of on-line etiquette, respect and professional communication is expected: Communication should be respectful of other views and have a positive and polite tone. PLEASE REVIEW DISCUSSION Rules Of Engagement.
- Complete the Learning team project with materials generated at a graduate education level.

CONHS GRADING POLICY

A = 90 to 100  B = 83 to 89  C = 75 to 82  D = 67-74  F = Below 67

Grading is a process of measuring the outcome of learning against standards and assigning a symbol to the level of performance achieved. The final determination of the course grade, therefore, rests with the Course Instructor.
COURSE GRADE

1. Learning Team Discussion Participation (35%):

Each student will be randomly assigned to a Learning Team to facilitate group discussion. As a team member, ALL students are required to participate in the development and presentation of assigned material weekly. Students will find the question(s) to be discussed at the end of each Unit as presented in the Schedule.

Each discussion week will be posted in the Team discussion room. **Minimally, students are expected to post 1-2 substantive postings and to post thoughtful responses to a minimum of 2 peer postings on at least 2 different days each week. To earn the full 10-points for each discussion the student must participate at a higher level than minimum requirements.**

A substantive posting:
1. Is about 150-200 words long.
2. Relates to the discussion topics and readings.
3. Uses the scholarly readings (giving citations) for support of ideas and the discussion to critically assess some area of practice.
4. It is expected that postings will be written in correct grammar, **be well organized** and be documented using APA style. References should be cited using APA style.
5. Timeliness is a component of higher level contributions. See the grading rubric for expected posting time-frames.

A response posting:
1. Is about 40-90 words long (can be longer if needed for the discussion).
2. Must be more than simple agreement.
3. **Should have support from an additional scholarly literature source.**
4. It is expected that responses will be written in correct grammar, be well organized and be documented using APA style. References should be cited using APA style.
5. As discussion is a conversation, it is expected that students will post on more than two (2) days in a discussion week to be outstanding.

You can respond at a time convenient for you, however, posting on only one day and/or posting only at the end of the discussion week will not earn full discussion points. Note that not everyone is on the discussion at the same time; this is called an "asynchronous" format and requires your intentional participation. Discussion begins each class week on Monday and ends the following Saturday at midnight.

Be a scholar in your Learning Team. Learning Team members should agree or disagree respectfully with others, point out strengths and weaknesses in arguments for or against the topic; identify statements that over-simplify the issue, problem, or solution; and, define, describe, discuss, and analyze information.

Please fulfill your responsibility diligently. Also, generate knowledge for your peers, post best practices and all helpful resources, and suggest additional discussion threads - in other words, find a way to take us all to higher ground!

The expectations and goals for your participation in this electronic discussion group are:
1. recognize the value of discussion
2. increase your access to peers
3. conscientiously address each discussion topic by partaking in discussion
4. reading all discussion entries
5. considering all others' points of view before providing constructive criticism to others

The Discussion Rules of Engagement are posted on the INFORMATION PAGE in the course.

2. Health Promotion Materials (25% Team Project; 5% Individual Peer Review)

Students in Learning Teams will investigate and compile materials for an assigned age group across the lifespan to facilitate implementation of health promotion in advanced practice nursing. The 6-part Learning Team project includes growth and development considerations; information for clients; checklists for nurse practitioners; additional resources from government agencies, the internet, and the popular press; and “hot topics” (current area/s of concern for a particular age group). These materials will be posted for the entire class. Each student will peer evaluate all other Learning Team submissions. Specific directions and grading rubrics for these assignments are found in the assignment tab.

3. Complementary and Alternative Medicine Online Education Series (5%)

Each student will complete the online education series from the National Institutes of Health on Complementary and Alternative Medicine. This educational series can be directly accessed through a link in Unit 3 of the course. Completed certificates should be submitted through the assignment drop box on the Course Menu.

This required educational series consists of several modules and will require that the student set aside some significant amount of time to complete assignment.

4. Wellness and Health Promotion Proposal (15%)

Individually, each student will develop a Wellness and Health Promotion Proposal for addressing a specific health improvement need within the student’s local community. Specific directions and grading rubric for this assignment is found in the assignment tab.

5. Personal Health Promotion (5%)

Each student will complete weekly journal entries on the topics of wellness and health promotion addressed in each Unit. The purpose of this assignment is to provide the student with personal knowledge of health promotion principles and identify personal resources to support continued education.

6. Family Assessment (10%)

Each student will complete a family assessment of their own family and another family of their choosing using guidelines provided. The purpose of this assignment is to provide the student with an introduction to family theory, family assessment, and the use of genograms.

ELECTRONIC COMMUNICATION

The University and the College of Nursing and Health Sciences rely on electronic communication as the major avenue to distribute and receive information needed for academic work and life on campus. Only by using university e-mail addresses will communication be consistent and complete. This course will ONLY use the Blackboard email system (primary)
and/or university email addresses (Islander accounts) to communicate with students electronically. It is each individual student’s responsibility to activate his/her university e-mail account and check it regularly.

ACADEMIC INTEGRITY POLICY AND PLAGURISM

Academic Integrity: All students are expected to conduct themselves as mature adults engaged in university-level academic activities. They should act with dignity and respect for classmates, faculty and themselves. Students will be held responsible for their behavior, which includes conforming to ethical standards for academic honesty. By enrolling in this course, each student agrees to adhere to Regulations and Procedures published in the TAMU-CC Graduate Catalog. Group interactions, investigations, and studying are encouraged; however, duplicative work will be treated as cheating and will receive a grade of zero.

Some of the chapter slides and documents are provided as a courtesy by the publisher of the textbook used in the course. As such, they are copyright protected and should not be used outside of the confines of the course shell in Blackboard.

Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your understanding of what you read without looking at the original. Keep the source book closed!


Refer to the APA Manual for the proper way to use and cite quoted material. The TAMU-CC Writing Center can assist students to develop writing skills that prevent incidents of plagiarism. http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm

For additional information please refer to the Graduate Student Handbook.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

http://judicialaffairs.tamucc.edu/assets/Article%20III%202013

GRADE APPEAL PROCESS

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the
appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site http://falcon.tamucc.edu/~students/assets/student_grade_appeal.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

WRITING GUIDELINES

The APA Publication Manual is the guide used in the College of Nursing. It is expected that all writing will be completed using the style and format described in the APA Publication Manual.


Students in the MSN program are expected to purchase a copy of the most recent Publication Manual of the American Psychological Association. It is also acceptable to use the Purdue Owl website as an accurate APA resource.

Save copies of all of your work! Create a folder on your computer that is specifically for this course. As you create a new Word document for each assignment, save it in your course folder, and then submit it by the due date.

EVALUATION INPUT FROM STUDENTS

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are on line. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the specific tracks within the Graduate Program. A link to evaluations will be available in Blackboard toward the end of the semester and you will be given a code by the course faculty that allows your participation. Thank you in advance for your assistance with the evaluation process.

ACADEMIC ADVISING

The College of Nursing and Health Sciences require that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. The Academic Advisor will set up a degree plan and indicate plan is active by signing the plan. Once the plan is completed it will be filed in the student’s record. The College’s Academic Advising Center is located in Island Hall, and the Graduate Academic Advisor is Shannon Jackson, office Island Hall 322, 361-825-5893, shannon.jackson@tamucc.edu
SUPPORT SERVICES

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

DISABILITY SERVICES

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 believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361-825-5816 or visit the office in Driftwood 101.

Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. It is the STUDENT’S responsibility to keep abreast of course announcements. Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course. 05/14