COURSE DESCRIPTION

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 course emphasized the importance of situation, cultural, developmental and individual perspectives in implementing disease prevention/health promotion activities.
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 Nurses. Selected models of health promotion,

**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


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 assigned Public Health Modules; 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 randomly and 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 (20%):
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. Discussions will be randomly graded and feedback given.**

A substantive posting:

1. Is about 150-200 words long.
2. Relates to the discussion topics and readings. Uses the scholarly readings (giving citations) for support of ideas and the discussion to critically assess some area of practice.
3. 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.
4. 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. Personal Health Promotion (Journal) (10%)

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.

4. Family Assessment (35%)

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.

5. Public Health Modules (5%)

These modules address a variety of public health topics and should be used to expand the student’s knowledge base and public health awareness. Assignments for completion of these modules are identified in the unit reading section. The student may want to book mark the website for easy reference.

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.

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.

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 Ashley Beaudoin; her office is located in Island Hall 322, 361-825-5893, ashley.beaudoin@tamucc.edu

POLICIES:

**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 online. 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 program. A link to evaluations will be available on
Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**Academic Integrity and Honesty**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
- University Rules and Procedures: [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](http://www.tamucc.edu/~students)

**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 believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

**Grade Appeals Process**
The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See [http://academicaffairs.tamucc.edu/Rules_Procedures/](http://academicaffairs.tamucc.edu/Rules_Procedures/) for the University procedure and see [http://conhs.tamucc.edu/shb/](http://conhs.tamucc.edu/shb/) for the CONHS process identified in the Student Handbook.

**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.

**Military Students**

Active duty military personnel, military spouses, and veterans with special circumstances (e.g.: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Faculty reserve 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.