TEXAS A&M UNIVERSITY-CORPUS CHRISTI
College of Nursing and Health Sciences
Nursing 5341: Wellness and Health Promotion Across the Life Span
SYLLABUS
Summer 2020

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Kyoung Eun (Kelly) Lee, PhD, MSN, WHCNP, RN Assistant Professor</th>
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</thead>
<tbody>
<tr>
<td>Office</td>
<td>On-Campus, IH #331 (off campus during Summer)</td>
</tr>
<tr>
<td>Telephone</td>
<td>361-825-2162 (Please no evening or weekend calls unless emergency)</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Kyoung.Lee@tamucc.edu">Kyoung.Lee@tamucc.edu</a> ** Please use Blackboard email within the course as the primary means of communication with faculty.</td>
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<tr>
<td>Office hours</td>
<td>Available by phone or email. Email preferred form of communication</td>
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CREDITS: Three semester hours (3:0)

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 course emphasizes the importance of situational, cultural, developmental, and individual perspectives in implementing disease prevention/health promotion activities. Online presentation: This course is delivered exclusively through online technology and may be accessed at http://Bb9.tamucc.edu. You will need to provide PowerPoint, word processing, and other software as needed to complete some requirements of this course. You may need to download collaborative tools such as the WebEx application.

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 (MSN Essentials: I, III, IV, VIII, IX)
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 (MSN Essentials: I, III, IV, V, VII, VIII, IX).

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.


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:


** Sign up for email updates & bookmark site.

** You may download as pdf or order this book. A Kindle version is available.


**LEARNING EXPERIENCES AND TEACHING METHODS:**

Course objectives for this online course are met through individual study using the references and text identified; Learning team discussions; completing assigned online 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, online 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. APA tutorials are also available on Bb.

**COURSE REQUIREMENTS:**

1. You are expected to have access to a computer that can support BB applications and all related course materials. A backup plan should be in place if normal computer access becomes unavailable, i.e. arrange use of a computer elsewhere.

2. Any problems with technology, computer, internet, Bb or other applications should be dealt with through the IT (information technology) helpline at (361) 825-2692 or computer.helpline@tamucc.edu
3. Any problems understanding the assignments or due dates should be brought to my attention, preferably within the first week of class.

4. All e-mail communication with me should occur through Bb, unless otherwise noted. You should review Bb mail and announcements at least every 48 hours.

5. All assignments are due by 11:59 pm on the scheduled date unless other arrangements have been made with me before the due date. Late work will be penalized with a 10% grade deduction/day for up to 1 day. Thereafter, assignments will not be accepted, and the grade will be assigned a zero.

6. Respectful and timely participation in discussion forums is required. Since it is assumed each of you will be prepared for discussions, all contributions will be considered knowledgeable contributions. Disrespect in any form will NOT be tolerated. PLEASE REVIEW DISCUSSION RULES OF ENGAGEMENT in BB shell.

7. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course.

8. You should notify your faculty if you withdraw from the course and should not attempt to access course materials once you have withdrawn.

9. You are expected to complete a course evaluation at the end of the course for the instructor that you registered for.

10. You can expect that we will respond to Bb e-mail messages within 48 hours.

11. You can expect that we will grade assignments within 2 weeks of submission unless you are otherwise informed.

12. Participate in Learning Team discussions using scholarly resources as a basis for the discussion. Complete the Learning team project with materials generated at a graduate education level.

GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS:

You are expected to follow instructions associated with the assignments for this course. If you are confused about an assignment, you should contact me in a timely manner to ensure satisfactory completion of the assignment by the due date. Unless otherwise instructed, each of you must adhere to the APA Publication Manual (7th ed), most current edition guidelines for formatting and organizing written assignments.

The campus Center for Academic Student Achievement (CASA) provides writing support both in person and in an online format. The contact at the Center is Noel.
Ballmer at 361-825-2254 and the web link is http://casa.tamucc.edu

GRADING SCALE FOR COLLEGE OF NURSING AND HEALTH SCIENCES:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
</tr>
<tr>
<td>D</td>
<td>67-74</td>
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<tr>
<td>F</td>
<td>Below 67</td>
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COURSE ASSIGNMENTS AND GRADING:
(See course schedule for submission due date)

COURSE GRADED ASSIGNMENTS:

<table>
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<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Learning Team Discussion and Participation</td>
<td>30%</td>
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<tr>
<td>Health Promotion (HP) Group Project</td>
<td>25%</td>
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<tr>
<td>HPTP Group Member Peer Evaluation</td>
<td>5%</td>
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<tr>
<td>Family Assessment Project &amp; Paper</td>
<td>35%</td>
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<tr>
<td>NCCAM Continuing Education Modules</td>
<td>5%</td>
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The Group Discussion Board is equivalent to on-campus class time where face-to-face communication occurs within assigned Learning Teams. It is the place where the teaching-learning interchange occurs. Each discussion week will be posted in the Learning Team discussion room.

1. LEARNING-TEAM UNIT DISCUSSION & PARTICIPATION (30%)

There is weekly unit module with specific topic questions & covering textbook chapters. “After” you read the required reading of textbook chapters and other posted materials from web-sites, you need to initiate/submit your Initial Post (IP) to answer module questions by each Thursday, 11:59 pm for each unit week. Next, you read all IPs posted by other Learning Team members and post at least 2 Responsive Posts (RPs) by each Sunday 11:59 pm. Late submission of IP or 2 RPs will result in deduction of grading score. Refer the grading rubric.
of LT discussion posted on Bb. Remember! “Without” proper reading of the required chapters/material, you cannot properly reflect and related those to your IPs & RPs which would result in deduction of your score.

**LT Group Discussion “Submission Guide” for IPs & 2 RPs for each unit:** You have to click multiple times to get the submission site due to Bb structure for group discussion posting.

1) Select Group Discussion Board under COMMUNICATION TOOLS in left blue menu
2) Click your group #, then click Group discussion Board in 2nd box.
3) Click the Unit # (Unit 1, Unit 2 …) for your IP posting based on course schedule.
4) Then, submit your IP by creating a thread with your name & Unit # (ex. K Lee Unit 1 IP).
   Your IP should be 1) **reflective of your required readings & your insights/learning from the reading and 2)** supported by proper references at graduate level. Writing your opinions on the discussion topic “without reflection of the required reading” will result in lowering your grade.
5) For RPs posting, you need to read all other group member’s IPs, and respond to at least 2 of those by replying to the initial IP. This RPs should be reflective of your thought, idea, and suggestion responding to other’s IPs, and you should try to support your RPs with proper references, **at graduate level**.

** All weekly posts will be read and reviewed by faculty. Faculty will select 4 random weeks to grade discussion postings.** The lowest grade will be dropped and the remaining three discussion grades will be used to calculate the 30% Learning Team Discussion and Participation grade.

2. **HEALTH PROMOTION GROUP PROJECT** (25%) & **PEER EVALUATION FORM** (5%)

Students in Learning Teams will investigate and compile current materials for an assigned age group across the lifespan to facilitate implementation of health promotion in advanced practice nursing. The 5-part Learning Team project includes 1) growth and development, 2) summary of 2020 healthy people 202 goals & identifying reliable websites, 3) current “hot topics” (current area/s of concern for the assigned age group), 4) either client handout or checklist for NP, 5) reference lists. These materials will be posted for the entire class. Each student will peer evaluate Learning Team members including self which is 5% of grade. **Specific directions and grading rubrics for these assignments can be located in the assignment tab.**

**HP Group Project Presentation “Submission Guide”**: You have to click multiple times to get the submission site due to Bb structure for group discussion posting.

1) Click Group Discussion Board under COMMUNICATION TOOLS in left blue menu.
2) Choose your group's **HEALTH PROMOTION GROUP PROJECT LT (your group#)**
3) Then, you will see "Group Assignment" submission link at the bottom. Please submit your Group assignment PPT file there and any related documents (either client handout or checklist for NP practice). **Only one person** in your group should submit it.

**In addition**, You (again, only one person in your group) also need to submit your PPT file to "Discussion Forum" under COLLABORATION TOOLS in left blue menu so that other groups can see your group’s HP project file and give your group some feedbacks.

3. FAMILY ASSESSMENT PROJECT & PAPER (35%)

This is an individual assignment and responsible for 35% of your final grade. Each student will complete a comprehensive family assessment, wellness and health promotion paper derived through the completion of at least 2 family visits. The purpose of this assignment is to provide the student with an introduction to family theory, family assessment, and the application of genograms at the graduate practice level of care. As future Family Nurse Practitioners, this is the only place in the FNP program where you receive family content. **Specific directions and grading rubrics for these assignments can be located in the assignment tab on Bb.**

4. NCAAM ONLINE CONTINUING EDUCATION MODULES (5%)  
These modules address a variety of health topics and should be used to expand the student’s knowledge base and public health awareness. Assignment guidelines for completion of self-selected modules are identified in the Bb course shell.

**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.

**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 Alex Shaw; 361-825-5893, Alexandra.shaw@tamucc.edu
POLICIES:

Electronic 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). All assignments will be verified for originality and similarity through SafeAssign in this course. Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: https://judicialaffairs.tamucc.edu/studentcofc.html

- University catalog related to academic integrity and honesty: http://catalog.tamucc.edu/


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 and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see 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.

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 Bb course announcements. *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.