

GRAYSON COLLEGE  
RN TO BSN  
NURSING PROGRAM



HEALTH PROMOTION ACROSS THE  
LIFESPAN

NURS 4341

Spring 2020

**GRAYSON COLLEGE**  
**Course Syllabus**

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**Course Information: NURS 4341, Health Promotion Across the Lifespan, Spring 2020**

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**Professor Contact Information**

Name: Allison Collins EdD, RN, CNE  
Location: Health Science Building, Office 110  
Office hours: online and by appointment (see Canvas)  
Cell: 580-775-7170  
Email: collinsa@grayson.edu

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**Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Must have a current, unencumbered RN nursing license in your state of residence.

**Course Placement:** First semester of the RN to BSN Program. Acceptance into the RN to BSN Program required.

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**Course Description:**

(3-0-3) This course introduces the registered nurse to the concept of wellness across the lifespan. Students will examine the concepts of health and wellness, the determinants of health behavior, national health status, the history of health education and health promotion. The student will recognize health promotion as an important foundation for population-based health care.

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**End of Program Student Learning Outcomes**

**1.0 Member of the Profession:**

- 1.1 Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.
- 1.2 Promote the profession of nursing through advocacy and leadership activities.

**2.0 Provider of Patient-Centered Care**

- 2.1 Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.
- 2.2 Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities
- 2.3 Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction

- 2.4 Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care

### **3.0 Patient Safety Advocate**

- 3.1 Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks
- 3.2 Develop and implement measure to promote a quality and safe environment for patients, self, families, communities, and populations

### **4.0 Member of the Healthcare Team**

- 4.1 Utilize leadership and management principles to assign and/or delegate nursing care to other members of the healthcare team in relationship to patient and organizational need
- 4.2 Integrate referral needs, cost considerations, confidentiality, efficiency of care, and continuum of care as it relates to patients, families, communities, populations, and the healthcare organization

### **Course Outcomes**

Upon successful completion of the course, students will have demonstrated the ability to:

1. Interpret the definitions, concepts, dimensions, determinants and dynamics of health and wellness that influence personal health, community health and the quality of life. (SLO 2.2)
2. Discuss disease prevention and health promotion initiatives consistent with the Healthy People 2020 objectives. (SLO 3.1)
3. Analyze models of health promotion. (SLO 1.1)
4. Assess the influence of politics, ethics, environment, and the media on health issues. (SLO 2.2)
5. Develop the skills necessary for community assessment, planning, implementing, and evaluating health education and health promotion programs for diverse populations and across the lifespan. (SLO 2.3)

#### Required Textbooks and Materials

Books can be purchased in print or electronic form

<b>ISBN</b>	<b>Author</b>	<b>Title</b>
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No textbook required.

Must choose book from list for book review (see end of syllabus).

### **Course & Instructor Policies**

## Attendance

The RN to BSN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. Attendance is verified within Canvas for all courses.
3. Students **must** notify the faculty in case of an absence during test times at least one hour prior to the scheduled test time.

## **Methods of Instruction (face-to-face and online)**

- Reflective blog
- Recorded lectures
- Assigned book reading
- Practical exercises
- Group discussions
- Written assignments
- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) in discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

## **EVALUATION AND GRADES**

Graded activities and percent of the overall course grade:

<b>Graded Activity</b>	<b>Percent of Course Grade</b>
Personal Health Module	20%
Blogs (5% each)	20%
Education Infograph	20%
Book Review	25%
Ideal Health Promotion Environment	15%
<b>Total</b>	<b>100%</b>

## **Course Grading Policy**

The grading policy for the RN to BSN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. RN to BSN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/Semester Hour
A	Excellent	89.50-100	4
B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 and below	0

According to college policy a letter grade of “D” is considered unsatisfactory in a student’s major field of study and generally does not transfer. Therefore, a grade of “C” or better is necessary in all RN to BSN courses for satisfactory completion of each level and progression to the next nursing course.

### **Topical Outline of Course Content**

Concepts of Health and Wellness- personal health, community health, and quality of life

National Health Status (Healthy People 2020/2030)

Determinants of Health Behavior- politics, ethics, environment, media

Models of Health Promotion

Community Assessment, Planning, Implementing, and Evaluating- health education and health promotion programs.

### **ASSIGNMENT DESCRIPTIONS**

**\*Please note: Rubrics for all assessments are located at the end of this syllabus.**

Personal health module: Students will choose from multiple practical exercises and will complete a health risk assessment and health promotion contract. Credit is given for completion.

Reflective Blog: Students will journal using guided prompts that will address Healthy People 2020/2030 and models of health promotion, in addition to other course objectives. Each student will keep an individual reflective journal utilizing an online blogging tool within Google. Detailed instructions will be given in Canvas. Blogs are 5% of the course grade and should be a minimum of 200 words with well-written descriptions reflecting in-depth thoughts about topics provided by the instructor. No points will be given for blog posts that do not follow guidelines or do not post by each due date.

Education Infograph: Students will use their personal health promotion concepts to develop an educational infograph that can be relevant to clinical patient teaching. Students will select a technology tool that could be used in nursing. The infograph should be thorough, logical, and accurate for full credit. Detailed instructions will be given in Canvas.

Book review: Students will read from the approved list of books to write a 3-5 page paper using the guidelines and rubric provided.

Ideal health promotion environment: To be a leader in health care, one must develop a vision for environments that promote health for employees and the patients they serve. Throw out all barriers, financial concerns, historical ways of doing, or any other roadblock for imaginative, innovative change. The ideal health promotion environmental project is a group discussion with guided prompts on the development of an ideal health setting involving ways to improve health promotion in the clinical environment. Your thoughts will be submitted via Canvas to prepare for this in class discussion.

Successful completion of the course requires reading, viewing videos, interacting with online learning activities, completing the required assignments, and participation in course activities. Every element of the course, whether assignment or discussion, has a purpose, adding to the overall learning experience for the course. All participation will be electronically monitored. Student will invite the instructor to their reflective blog for evaluation purposes.

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## **STUDENT RESPONSIBILITY & ATTENDANCE**

Attendance online is strongly encouraged. You will miss a deeper understanding of the materials if you are not participating. There are readings that you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. homework, discussion board, course projects, self-reflections, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions that reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

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## **COMMUNICATION**

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages will not be returned until Monday.

*Written communication via Canvas:* It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6<sup>th</sup> edition (2<sup>nd</sup> Printing or higher only) guidelines for referencing.

*Written communication via email:* All private communication will be done exclusively through your Viking email address. Check frequently for announcements and policy changes.

*Virtual communication:* Office hours and/or advising may be done with the assistance of the telephone, online platform, etc.

### **Use Good "Netiquette":**

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your interaction. Proper address for faculty is by formal title such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom)

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### **ASSIGNMENT SUBMISSION AND FEEDBACK**

In this class, all assignments need to be submitted through the Assignments link in the Canvas course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at [collinsa@grayson.edu](mailto:collinsa@grayson.edu) and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Canvas. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work and save your work frequently!

I will make every effort to provide feedback and grade submissions within one week of the due date. If your assignment is submitted late, the feedback timeframe does not apply. I will get to it as soon as possible, but it may take longer than one week.

### **LATE WORK OR MISSED ASSESSMENTS POLICY**

The course is set up on weekly modules. Assignment due dates are shown on the calendar/schedule or posted within Canvas. **Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after five days.**

### **SAVING WORK FOR YOUR PORTFOLIO**

At the end of the program, you will be required to submit certain assignments from each course to demonstrate that you have met the objectives of the program. Save all assignments so that it will be possible to compile this REQUIRED portfolio.

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### **Student Conduct & Discipline**

Refer to the RN to BSN Student Handbook for policies

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## **Academic Integrity**

Refer to the RN to BSN Student Handbook for policies

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### **TITLE IX**

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans' status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Regina Organ, Title IX Coordinator (903-463-8714)
- Mr. Brad Bankhead, Title IX Deputy Coordinator-South Campus (903) 415-2601
- Mr. Mike McBrayer, Title IX Deputy Coordinator (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903) 415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College campus-wide student policies may be found on our Current Student

Page on our website: <http://grayson.edu/current-students/index.html>

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**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.**



RN to BSN Nursing  
NURS 4341  
**Course Overview**

Semester Dates	Individual Learning Activities	Assessment	Due Date	Percent of Grade
Week 1	Personal Health module Choose book for book Review	Blog  Health Risk Assessment		<b>5%</b>  <b>5%</b>
Week 2	Personal health module  Continue reading for book review	Practical health promotion exercises: Sleep log, Stress/sleep analysis, exercise prescription, carbon footprint analysis, mindfulness exercises. Choose 4 @2.5% each		<b>10%</b>
Week 3	Personal health module  Continue reading for book review	Blog  Health Promotion Contract		<b>5%</b>  <b>5%</b>
Week 4	Community Health module  Continue reading for book review	Educational Infograph		<b>20%</b>
Week 5	Community Health module  Continue reading for book review	Blog		<b>5%</b>
Week 6	Community Health module	Book Review		<b>25%</b>
Week 7	Quality of Life module	Blog		<b>5%</b>
Week 8	Quality of Life module	Ideal Health Promotion Environment		<b>15%</b>

**NRSG 4341 Health Promotion Across the Lifespan  
Blog Rubric**

<b>Exceptional 5 pts</b>	<b>Satisfactory 4 pts</b>	<b>Underdeveloped 3 pts</b>	<b>Limited 2 pts</b>	<b>Low credit 0-1 point</b>
<p>The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.</p>	<p>The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic.</p>	<p>The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic.</p>	<p>The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.</p>	<p>The blog post is missing (0 points) or consists of one or two disconnected sentences.</p>

**NURS 4341 HEALTH PROMOTION ACROSS THE LIFESPAN**

**EDUCATION INFOGRAPH RUBRIC**

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Underdeveloped</b>
<b>Topic/Purpose 30%</b>	The topic/purpose of the infographic was clear and concise. 30 points	The topic/purpose was somewhat broad and did not allow viewer to understand the purpose.	The topic/purpose of the infographic was not clear and concise.
<b>Data 20%</b>	Data of the infographic was accurate and relevant to topic. 20 points	Data of the infographic was somewhat accurate and relevant to topic.	Data of the infographic was not accurate and was not relevant to topic.
<b>Layout 20%</b>	The infographic had a colorful layout, with applicable graphics. 20 points	The graphics were somewhat applicable to the infographic, creating an average layout	The graphics had nothing to do with the topic and had a poor layout. There was an overload of text.
<b>Color/Font 10%</b>	The font was legible and the color scheme enhanced the infographic. 10 points	The font was somewhat legible and the color scheme didn't affect the infographic.	The font was not legible and the color scheme detracted from the infographic.
<b>Credible references 20%</b>	Citations for the infographic 2 sources were included. 20 points	Citation for 1 source was included.	No citations

## NURS 4341 HEALTH PROMOTION ACROSS THE LIFESPAN

### BOOK REVIEW RUBRIC

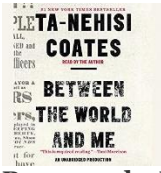
<b>Criterion</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Undeveloped</b>
<b>Summary</b> <b>20%</b>	Summary consists of a discussion of major themes, ideas, and characters, providing at least 3 excerpts from the book using your own words. 20 points	Summary consists of a discussion of major themes, ideas, and characters, providing at least 2 excerpts from the book using your own words.	Summary is mostly an outline of the book and does not discuss themes or major ideas of the work. There may be one direct quote “thrown in” for effect.
<b>Quotes</b> <b>10%</b>	All direct quotes from the book are noted by citing page numbers within in-text citations. 10 points	Some direct quotes from the book are noted by citing page numbers within in-text citations.	The summary contains direct quotes without any citation of page numbers.
<b>Critique</b> <b>20%</b>	Critique consists of thoughts, responses, and reactions to the book. The student reacts to the themes, the author’s aims or intent, the subject of the book, how well it is written, and the overall success or failure of the book. 20 points	Critique consists of thoughts, responses, and reactions to the book. The student may discuss only one aspect of the book.	Critique consists of basic opinion based on personal feelings.
<b>Application to Nursing Practice</b> <b>30%</b>	A detailed and thorough discussion of how the subject material of the book may affect nursing practice as a whole and the student’s personal practice. 30 points	Some discussion of how the subject material of the book may affect nursing practice as a whole or the student’s personal practice.	No discussion of the subject material’s impact on nursing.
<b>Organization and Clarity</b> <b>10%</b>	Writing is clear and precise. 10 points	Some lapses in organization or clarity.	Lacks clarity and organization throughout.
<b>Grammar, Punctuation, Spelling, APA</b> <b>10%</b>	No spelling, grammar, APA errors. 10 points	Few spelling, grammar, APA errors.	Multiple spelling grammar, APA errors.

**NURS 4341 HEALTH PROMOTION ACROSS THE LIFESPAN**

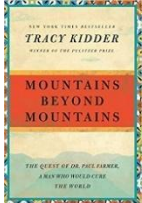
**Ideal Nursing Health Promotion Writing prompt rubric (15 points possible)**

Category	3 points	2 points	1 point	0
Response to Essay Question Writing Prompts (content)	Written response addresses all essay question writing prompts clearly and directly.	Written response addresses at least 2 of 3 essay writing prompts clearly and directly.	Response to writing prompts is unclear or vague and/or addresses only one writing prompt in a clear, direct manner.	Response lacks any comprehension of the essay question or appears to address a different essay question. <i>No essay response provided.</i>
Quality and Clarity of Thought (content)	Response indicates depth and complexity of thought in answering the essay question.	Response indicates simplistic or repetitive thoughts in answering the essay question.	Response lacks focus or demonstrates confused or conflicting thinking.	Response is unfocused, illogical or incoherent. <i>No essay response provided.</i>
Organization & Development of Ideas (writing)	Response is well organized and developed with appropriate support to make meaning clear (well-chosen examples).	Response is organized and developed with general supporting ideas provided (reasons/general examples).	Response is fairly organized and developed, presenting generalizations without adequate support.	Response is disorganized and underdeveloped, providing little or no relevant support. <i>No essay response provided.</i>
Grammar, Usage, and Mechanics (writing)	Response is free from any errors in grammar, usage, and mechanics.	Response has 3 or less errors in grammar, usage, and mechanics.	Response has 4-5 errors in grammar, usage, and mechanics.	Response has 6 or more errors in grammar, usage, and mechanics. <i>No essay response provided.</i>
250 words or less for each prompt	YES			NO

## Books to Choose from for Book Review



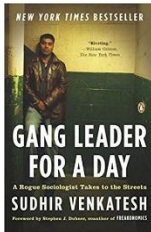
**Between the World and Me** by Ta-Nehisi Coates



**Mountains Beyond Mountains: The quest of Dr. Paul Farmer, a Man Who Would Cure the World** by Tracy Kidder



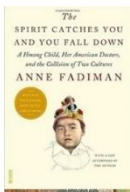
**Good Kings Bad Kings** by Susan Nussbaum



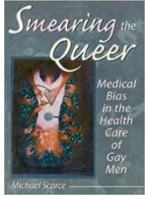
**Gang Leader for a Day: A Rogue Sociologist Takes to the Streets** by Sudhir Venkatesh



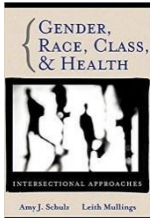
**Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States** by Seth Holmes



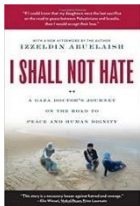
**The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures** by Anne Fadiman



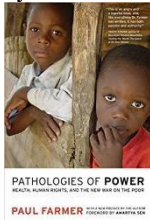
**Smearing the Queer** by Michael Scarce



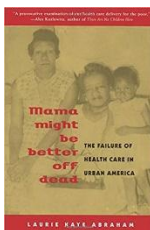
**Gender Race Class Health** by Amy J. Schulz



**I Shall Not Hate: A Gaza Doctor's Journey on the Road to Peace and Human Dignity**  
by Izzeldin Abuelaish



**Pathologies of Power: Health, Human Rights and the New War on the Poor**  
by Paul Farmer



**Mama Might Be Better Off Dead: The Failure of Health Care in Urban America**  
by Laurie Kaye Abraham

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