Course Title: Health Promotion Across the Lifespan

Semester and Year: Spring, 2020

Meeting day/time: Monday/Wednesday 9:00-10:15

Credit Allocation: 3 Credit Hours (2.5 theory; 0.5 clinical)

Clock Hours: (35 hours theory, 21 hours clinical)

Placement: Sophomore Year

Pre-requisites/Co-requisites:
- ANAT 1000- Human Anatomy
- PSY 1010- Human Physiology
- NURS 1430- Human Growth & Development Through the Lifespan
- NURS 2500- Clinical Concepts in Nursing

Office hours: R 15:00-16:00

COURSE DESCRIPTION
The role of the nurse in promoting health and reducing risk behaviors of individuals and families across the lifespan is the focus of this course. Exemplars of nutrition, physical activity and stress management will be examined with an emphasis on the impact of genetics, values, lifestyle, and cultural influences. Client teaching as an essential function of the nurse is emphasized. In the clinical practicum, the student will facilitate his/her understanding of factors that enhance health promotion and risk reduction through the development of a long term relationship with a client and family.

COURSE OBJECTIVES
1. Explore the determinants of health, including nutrition, physical activity and stress management, in individuals, families and communities across the lifespan. (SLO 13)
2. Assess health beliefs, values, attitudes and practices of individuals, families and communities. (SLO 1)
3. Examine the role of genetics and environmental influences on the health of individuals and families. (SLO 2, 4)
4. Discuss how a nurse’s understanding of health may differ from the understanding of individuals, families, and communities. (SLO 4, 7, 8)
5. Explore how cultural beliefs influence the understanding of health. (SLO 2)
6. Examine the impact of health literacy and health numeracy on health promotion and risk reduction. (SLO 6)
7. Discuss the impact of the nurse’s clinical judgment on the varied influences that affect the health of individuals, families, and communities. (SLO 7)
8. Discuss the benefits of balancing a strength-based and problem-based perspective when caring for clients and families. (SLO 3)
9. Compare and contrast models of health promotion and behavior change techniques within each model (SLO 2).
10. Utilize health promotion models when collaborating with clients, families and interprofessional team members to in application of health promotion and risk reduction interventions for client-centered care (SLO 2).
11. Demonstrate the ability to design, implement, and evaluate a health promotion teaching plan for an individual or group. (SLO 11)
12. Demonstrate the use of appropriate communication techniques in interactions with clients, families, interprofessional team members, faculty and peers. (SLO 9 & 10)
13. Assume responsibility for the professional presentation of oneself. (SLO 9 & 10)

**COURSE UNITS**
1. Genetics, Family Dynamics and Theory
2. Modifiable Risk Factors and Patient Teaching
3. Culture, Environment, and Vulnerable Populations

**TEACHING/ACTIVE LEARNING METHODS (include but are not limited to):**
1. Lecture
2. Discussion
3. Audiovisuals
4. Assigned readings
5. Case studies
6. Clinical visits

**EVALUATION METHODS**

<table>
<thead>
<tr>
<th>Category</th>
<th>Components</th>
<th>%</th>
<th>Course Objective</th>
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<tbody>
<tr>
<td>Theory</td>
<td>Exam 1</td>
<td>26</td>
<td>1, 2, 9</td>
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<td></td>
<td>Exam 2</td>
<td>27</td>
<td>1, 6</td>
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<td>Exam 3</td>
<td>27</td>
<td>4, 5, 8</td>
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<tr>
<td>Clinical</td>
<td>Visit 1 Assignment</td>
<td>2.5</td>
<td>7, 11, 12, 13</td>
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<td>Visit 2 Assignment</td>
<td>2.5</td>
<td>2, 7, 10, 11, 12, 13</td>
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<td>Visit 3 Assignment</td>
<td>2.5</td>
<td>7, 10, 11, 12, 13</td>
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<td></td>
<td>Visit 4 Assignment</td>
<td>2.5</td>
<td>7, 11, 12, 13</td>
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<td></td>
<td>Final Presentation Assignment</td>
<td>10</td>
<td>10, 11, 12, 13</td>
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</tbody>
</table>

**Students must successfully complete all visit assignments in person and submit assignments through Blackboard, unless a communicated alternate plan is approved by instructor. Accurate documentation of date/time, of each visit, client signature and student signature is required on Visits Schedule and Signature form. Students will initially submit the Visits Schedule and Signature form via Blackboard when the Visit 1 Assignment is submitted. The completed paper version of the Client Signature Page will be turned in to faculty at the time of Student Presentations. Failure to document accurately will result in sanctions (see Academic and Professional Integrity Policy).**
Assessment of Student Learning: In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

PROGRESSION

A grade of C- or better is required for all prerequisite and Interprofessional Education courses and a grade of C or better is required in nursing education courses to complete the degree. See the student handbook for additional information about progression including policies related to withdrawal, academic failure, and clinical grades.

Required courses (including IPE) may be repeated only one time whether repetition is due to withdrawal or academic failure. For courses with a clinical component, 80% of the grade is earned from testing and 20% of the grade is earned from clinical assignments unless otherwise noted in the syllabus. The percentage of clinical points will be added to the student’s grade only if the passing 77% test average is attained.

Progression from one course to another is contingent upon successful completion of each prerequisite course. A student may not progress to the final clinical course while on academic or clinical probation.

REQUIRED TEXTBOOKS

Additional readings and resources will be assigned weekly

RECOMMENDED MATERIALS


COURSE POLICIES

1. Developing professionalism in students is a critical aspect of all courses at the School of Nursing. Professional nurses need to be present and fully engaged in learning opportunities. Attendance is expected for all classes. Each unexcused absence from assigned Clinical Conferences may result in a 5% point deduction from the final overall course grade. If the student is absent from a class, other than Clinical Conferences, it is the student's responsibility to obtain class notes from another student. Other breaches of professionalism (see Baccalaureate Student Handbook: The
School of Nursing Standards on Professional and Ethical Conduct) may result in a warning to the student or clinical probation. Failure to correct behavior following such a warning or probation may result in course failure (see Baccalaureate Student Handbook: Clinical Probation).

2. **APA reference style is required for this class. Please use:**

3. **Clinical Visit Assignments** are due as specified and must be submitted through Blackboard Templates in Microsoft Word format. If an unforeseen delay occurs and the student cannot complete the visit by the due date, the student should email the faculty member prior to the due date. Failure to do this may result in a 1-percentage point deduction per day.

4. **Cell phones** should be silenced or turned off during class.

**EXAMINATION POLICIES**

1. **STUDENTS MUST BE ON TIME FOR ALL SCHEDULED EXAMS.** If a student is unable to take the test at the scheduled time, the student must notify the course coordinator PRIOR to the exam. Failure to provide proper PRIOR notification will result in a 5-percentage point deduction.

2. The student will be expected to make an appointment to take the test within 48 hours. The course coordinator reserves the right to administer an alternate format of the exam for a makeup. Students who are ill, and present a valid health care practitioner’s statement attesting to that illness, may reschedule the exam without penalty.
   a. Five (5) points will be deducted from the student’s grade for each of the following infractions:
      i. Failure to provide proper prior notification.
      ii. Failure to reschedule exam within 48 hours.
      iii. Failure to take rescheduled exam at appointed time.
      iv. Failure to provide a valid health care statement attesting to illness.

3. Students using accommodations from Disability Services who choose to take the exam in the classroom (not in the testing center) will forfeit additional testing time and agree to use the standard classroom time limit for the exam. It is important for the student to note that the clock running on their exam may not be accurate and they will need to stop taking the exam when the instructor announces the exam is over.

4. **ExamSoft Policy:** Examinations will be administered using ExamSoft. Exams will be available to download approximately 24 hours before the scheduled exam time. It is the student's responsibility to download the exam at least 60 minutes prior to the scheduled exam time. Failure to download the exam (to your computer or iPad) during the allotted download window may result in a 5% reduction on the exam score earned. The exception to this is if a technology error results in the inability to download an exam. In this case, the student must contact the course coordinator by email no later than 30 minutes before the scheduled exam time identifying the error. The ExamSoft student support line should be contacted in the event of technology issues. Failure to inform the course coordinator of a technology issue 30 minutes prior to the exam may result in a 0% on the exam.

   It is the student's responsibility to arrive at the exam with a working, fully charged computer or iPad. If, for some unexpected reason that is not possible (e.g. computer is stolen morning of exam),
it is the student's responsibility to contact the course coordinator by email no later than 30 minutes before the scheduled exam time. Cases will be handled on an individual basis.

Prior to all examinations, students must leave all belongings at the front/rear/side of the classroom. Cell phones, smart watches, and electronic devices must be turned off and not on your person. At the end of each exam students must 'sign out' by showing the exam proctor the 'Congratulations' screen and your student ID.

If a student is not present during the exam, but accesses the test outside the classroom, the student will receive an automatic 0% on the exam. If the student accesses the exam at any time other than during a scheduled testing period, the student will receive an automatic 0% on the exam. Additionally, accessing the exam at a time other than scheduled is considered a violation of academic integrity and the academic integrity policy will be followed.

OTHER IMPORTANT INFORMATION
All Saint Louis University, School of Nursing policies and procedures are in effect, including, but not limited to, those related to academic standards, course withdrawals, and course incompletes.

The Student Handbook is available on the School of Nursing website at http://www.slu.edu/nursing/about/current-students/index.php

Other important policies and guidelines relevant to your education are available at:
- Office of the Student Financial Services at http://www.slu.edu/financial-aid
- Office of the University Registrar (Student Services) at http://www.slu.edu/registrar
- School of Nursing website at http://www.slu.edu/nursing

It is your responsibility to become familiar with all information relevant to your education available through the sources above.

Disability Accommodations and Learning Resources
In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by reviewing the Academic Resources website online.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see the Disability Services webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

TITLE IX
Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we
encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Patrice Burns, whose office is located on the third floor of San Ignacio Hall, Calle Amapolas, 3 (patrice.burns@slu.edu; 915-54-5858, ext. 241) and share the basic facts of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid’s sexual misconduct policy and for resources, please our policy posted online. Additional information is available at the University’s website “SLU is here for you.”

**Academic Integrity**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost’s Office website at: [https://www.slu.edu/academics/graduate/university-wide_academic_integrity_policy_final_6-26-15.pdf](https://www.slu.edu/academics/graduate/university-wide_academic_integrity_policy_final_6-26-15.pdf)

Additionally, SLU-Madrid has posted its academic integrity policy online. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

**UNDERGRADUATE/PRELICENSURE CURRICULUM FRAMEWORK**

The *Cura Personalis* framework and model for the undergraduate/ Prelicensure can be found on the School of Nursing website and in the Student Nursing Handbook. *Cura Personalis* is a Latin phrase that translates as “care for the entire person”. The expression is a hallmark of Ignatian spirituality and describes the Jesuit ideal of encouraging the fullest possible development of all people. Nurses provide this holistic care by working with people and environments to maintain or improve health.

**Course Calendar**

This course meets face-to-face M/W and uses a blended learning environment. All assignments are required to be submitted through Blackboard by 5pm.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Unit</th>
<th>Topics</th>
<th>Clinical Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 13 M</td>
<td>**(1) Genetics, Family</td>
<td>Introduction to Course and Clinical</td>
<td>Mock tests - Bring laptop on</td>
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<td>Jan. 15 W</td>
<td>Dynamics and Theory**</td>
<td>Definitions, Determinants of Health</td>
<td>1/15</td>
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<td>2</td>
<td>Jan. 20</td>
<td>Genetics &amp; Genomic Care</td>
<td>Clinical Conference 1</td>
<td>Submit Client Information</td>
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<td>Jan. 22</td>
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<td>Sheet by 1/20</td>
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<tr>
<td>Week</td>
<td>Date Range</td>
<td>Topic</td>
<td>Assignment/Note</td>
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<td>3</td>
<td>Jan. 27-Jan. 29</td>
<td>Family Dynamics and Social Support for Health</td>
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<td>Health Belief Model/ Transtheoretical Model</td>
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<td>4</td>
<td>Feb. 3-Feb. 5</td>
<td>Stress</td>
<td>Submit V1 Assignment &amp; submit Visit Schedule and Signature Page by 1/31</td>
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<td>Exam 1: Covers Unit 1</td>
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<td>5</td>
<td>Feb. 10-Feb. 12</td>
<td>(2) Modifiable Risk Factors and Patient Teaching</td>
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<td>Basic Nutrition for Nurses</td>
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<td>Physical Activity and Sleep</td>
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<td>6</td>
<td>Feb. 17-Feb. 19</td>
<td>Nutrition Across the Lifespan</td>
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<td>Clinical Conference 2</td>
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<td>7</td>
<td>Feb. 24-Feb. 26</td>
<td>Nutrition for Families and Communities</td>
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<td>Patient Teaching</td>
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<td>8</td>
<td>Mar. 2-Mar. 4</td>
<td>Clinical Conference 3</td>
<td>Submit V2 Assignment by 3/2</td>
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<td>Workshop Ed Plan</td>
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<td>9</td>
<td>Mar. 9</td>
<td>Exam 2: Covers Unit 2</td>
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<td>10</td>
<td>Mar. 16-Mar. 18</td>
<td>(3) Culture, Environment, Vulnerable Populations</td>
<td>Prep Ed Plan for V3 before the visit— complete visit and submit V3 Assignment by 3/20</td>
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<td>Clinical Conference 4</td>
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<td>Vulnerable Populations</td>
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<td>11</td>
<td>Mar. 23-Mar. 25</td>
<td>Cultural Beliefs and Values</td>
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<td>Work on Visit 4</td>
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<td>12</td>
<td>Mar. 30-Apr. 1</td>
<td>Self- Care</td>
<td>Submit V4 Assignment by 4/3</td>
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<td>Health Promotion and the Environment</td>
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<td>13</td>
<td>Apr. 6-10</td>
<td>EASTER BREAK</td>
<td>NO CLASS</td>
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<td>14</td>
<td>Apr. 13-Apr. 15</td>
<td>Work on Health Promotion Project PPT</td>
<td>Exam 3: Covers Unit 3</td>
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<tr>
<td>15</td>
<td>Apr. 22</td>
<td>SPECIAL SESSION: TBA</td>
<td>Submit Health Promotion Project PPT by 4/20</td>
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<tr>
<td>16</td>
<td>Apr. 27-Apr. 29</td>
<td>Final Student Presentations</td>
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