

**Western Kentucky University**

**School of Nursing**

**Spring 2015**

**Course Name:**

- *Teaching and Health Promotion in Nursing Practice*

**Description:**

- Emphasizes client educational assessment, special learning needs, theories, models, and nurses' role of teaching and health promotion for clients across the life span.

**Course Number:**

- NURS 340

**Class Time:**

- This is a web-based class.

**Course Credit:**

3.0 Credit Hours

**Prerequisites:**

- NURS 323

**Faculty:**

Dr. Deborah Williams, Ed.D., M.S.N., R.N.

Professor

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\*When communicating via e-mail, please include the course number in subject line.

**Course Objectives:**

1. Explain the importance of health promotion and implications for nursing practice (1,2,4,5,7).
2. Identify trends influencing nursing practice and the health care industry related to health teaching and health promotion (4, 5, 7,8,9).

3. Explain principles of teaching and learning for nursing practice (2, 4, 5, 6, 7, 8, 9).
4. Develop a teaching plan for selected patients (1, 2, 4, 5, 6, 7, 8, 9).

Objective	Activities	Assessment
Explain the importance of health promotion and implications for nursing practice.	Readings: Chapter 1, 2, 3, 4, 5, 11 12, 13 (Pender) Lecture: Chapter 1, 2, 3, 4, 5 (Pender)	Meet and Greet Discussion Board Health Promotion Plan Final Exam
Identify trends influencing nursing practice and the health care industry related to health teaching and health promotion.	Readings: Chapter 6, 7, 8, 9, 10 (Pender) Lecture: Chapter 6, 7, 8, 9, 10 (Pender) Readings: Chapter 1, 2, 3 (Bastable) Lecture: Chapter 1, 2, 3 (Bastable)	Meet and Greet Health Promotion Plan Final Exam
Explain principles of teaching and learning for nursing practice.	Readings: Chapter 4, 5, 6, 7, 8, 9 (Bastable) Lecture: Chapter 4, 5, 6, 7, 8, 9 (Bastable)	Discussion Board Evaluation of Printed Educational Material Final Exam
Develop a teaching plan for selected patients.	Readings: Chapter 10, 11, 12, 13, 14 (Bastable) Lecture: Chapter 10, 11, 12, 13, 14 (Bastable)	Teaching Plan Final Exam

### Instructional Methods:

Teaching strategies will include, but are not limited to, lecture on-line, discussion boards, assigned readings. Students are expected to participate in on-line activities according to assigned due dates. Talking Power Point and/or Tegrity videos will be utilized as methods for lecture delivery. Outlines will be available on the Blackboard site.

### Students are expected to check blackboard at least once daily.

Because this is an on-line course, you will need access to reliable internet service and a computer with updated software. Prepare a back-up plan in case your computer encounters technical problems.

### Student Etiquette/Social Environment:

You will be participating in on-line discussions in this course. Please refer to grading rubrics and also be respectful of your classmates. Please maintain confidentiality of your institution practices, other than to discuss generally. For example, do not use names of supervisors, patients, physicians, etc. Remember that your discussions are open for all to read. If, for example, you are asked to explain wellness programs at your institution, which is acceptable because such information may already be on the institution's website. If on the other hand, you discuss ethical practices of personnel with patients, be careful about giving too much information.

## Required Textbooks:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author

Bastable, S.B., Gramet, P., Jacobs, K, & Sopczyk, D.L. (2011). *Health professional as educator, Principles of teaching and learning*. Sudbury, MA: Jones and Bartlett.

Pender, N.J., Murdaugh, C.L., & Parsons, M.A. (2010). *Health promotion in nursing practice* (6<sup>th</sup> ed.). Upper Saddle River, N.J.: Pearson Prentice Hall.

## Available Texts via the Web:

American Nurses Association (2010). *Nursing's social policy statement: The essence of the Profession*. Silver Springs, MD: Nursedbooks.org.

American Nurses Association (2010). *Nursing: Scope and standards of practice* (2<sup>nd</sup> ed.). Silver Springs, MD: Nursebooks.org.

Fowler, M.D.M. (Ed.). (2010). *Guide to the code of ethics for nurses: Interpretation and Application*. Silver Springs, MD: Nursebooks.org.

## Evaluation Methods:

Points will be distributed as follows:

1. Meet and Greet (10 points)
2. Discussion Board (20 points)
3. Health Promotion Plan (40 points)
4. Comprehensive Final Exam (30 points)
5. Evaluation of Printed Educational Material (30 points)
6. Teaching Plan (40 points)
- **Total Possible Points 170**

The grading scale is:

- 90-100% (152-170): A
- 80-89% (135-151): B
- 70-79% (118-134): C
- 60-69% (101-117): D
- Below 60% (100 points or less): F

It must be noted that a pass or 70% must be achieved on both the health promotion plan and the teaching plan for a passing grade in the course. Two opportunities will be given for achievement of the 70%. If a second attempt is needed to achieve the passing score, the final score will be an average of the first and second grades.

## Ungraded Self-Assessments:

- There will be opportunities for ungraded self-assessments prior to major graded assignments. These assessments will be on-line and will have no points assigned toward the overall grade.

## Examinations:

- Examinations will be on line. The exams are time limited and must be taken within the open window for the exam. If a student goes over the time frame allotted on an on-line test, the following penalty will be instituted based on number of questions on test/quiz.

Number of questions on test/quiz	Penalty
35-50	No penalty for first five minutes over. For each additional 5 minutes over the student will be penalized two points.
16-34	No penalty for first three minutes over. For each additional three minutes over, the student will be penalized 1 point.
15 or less	No penalty for the first one minutes over. For each additional minute, the student will be penalized 0.5 point.

Please note: This penalty would be in addition to the penalty for late submission. If you go over the time limit due to encountering a problem during testing which results in you having to leave the test or quiz and return, please send your instructor an e-mail at that time.

## Faculty Feedback on Assignments and Posting of Grades:

- Students can expect grades to be posted on assignments approximately two weeks following the due date of the assignment if assignments were submitted on time. In the event that faculty will be unable to meet the feedback deadline, students will be advised via the announcement page. If assignments are submitted late, grades will be posted approximately two weeks following the date that the assignment was received.

## Academic Dishonesty:

- A score of zero will be applied to an examination, final, or any assignment for academic dishonesty. Any behavior indicative of academic dishonesty will be addressed in a conference with the student and a panel of faculty.

## Plagiarism:

- Plagiarism is using the work of another person as one's own and is one form of academic dishonesty. Plagiarism will be dealt with according to university and departmental policies. Please refer to the departmental and university handbooks for specific policies.
- Faculty have the right to turn all papers and/or assignment into software programs that detect plagiarism.

## Blackboard Tutorials:

- If you have questions about submission of assignments or other software issues, please review the tutorials available on Blackboard.

## Help Desk:

- If you have technical problems with Blackboard, please contact the help desk. The phone number and hours are noted on Blackboard. If you need assistance with resetting an exam, please contact the faculty.

### Disability Statement:

- In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services. The phone number is 270-745-5004.
- Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### Affirmative Action Statement:

- [Refer to the School of Nursing Handbook for the affirmative action statement.](#)

### Other Policies and Procedures for the School of Nursing and RN to BSN Program

- All students are expected to be knowledgeable of and abide by the policies set forth in the School of Nursing Student Handbook, and the RN to BSN Student Handbook
- [Refer to the School of Nursing Student Handbook](#)
- [Refer to current RN to BSN Student Handbook](#)

**Please note that assignments or class schedules may change at any time due to extenuating circumstances and will be announced on Blackboard as soon as possible.**

### Weekly Schedule and Assignment Due Dates

Date	Topic	Assignments/Due Dates
Week One January 26	Introduction to Course Introduction to Students/Faculty	Meet and Greet: Relate personal experience with teaching and learning/health promotion plans. Review Syllabus. Meet and Greet assignment open until Monday, February 2 at 8:00 a.m.
Week Two February 2	Toward a Definition of Health Individual Models to Promote Health Behavior Community Models to Promote Health	Chapter 1, 2, 3 (Pender)
Week Three February 9	Assessing Health and Health Behaviors Developing a Health Promotion Plan	Chapter 4, 5 (Pender)

Week Four February 16	Interventions for Health Promotion and Prevention	Chapter 6, 7 (Pender) Discussion Board Open from Monday, February 16 to Monday ,February 23 at 8:00 a.m.
Week Five February 23	Interventions for Health Promotion and Prevention	Chapter 8, 9 (Pender)
Week Six March 2	Health Promotion in Vulnerable Populations Health Promotion in Community Settings	Chapter 10, 11 (Pender) Writing a Health Promotion Plan: Ungraded Self- Assessment Chapter 12, 13 (Pender) Work on your HPP
Week Seven March 9-13	Spring Break	Enjoy!
Week Eight March 16	Perspectives on Teaching and Learning	Health Promotion Plan Due Monday, March 16, at 8:00 a.m. Chapter 1, 2, 3 (Bastable)
Week Nine March 23	Characteristics of the Learner	Chapter 4, 5, 6 (Bastable) Discussion Board Open from Monday, March 23 at 8:00 a.m. to Monday, March 30 at 8:00 a.m.
Week Ten March 30	Characteristics of the Learner	Chapter 7, 8, 9 (Bastable) Evaluating Printed Educational Material: Ungraded Self-Assessment
Week Eleven April 6	Techniques and Strategies for Teaching and Learning	Chapter 10, 11, 12 (Bastable)
Week Twelve April 13	Techniques and Strategies for Teaching and Learning	Evaluation of Printed Educational Material Due on Monday, April 13 at 8:00 a.m. Chapter 13, 14 (Bastable)
Week Thirteen April 20		Writing A Teaching Plan: Ungraded Self-Assessment Work on your teaching plan.
Week Fourteen April 27		Teaching Plan Due on Monday, April 27 at 8:00 a.m. Begin Studying for final exam.

Week Fifteen May 4		Practice Exam: Self-Assessment Continue to study for exam using hints provided in the announcement section of blackboard. Complete any re-writes of teaching plans if necessary.
Week Sixteen May 11-15		Final Exam open from Monday, May 11 at 8:00 a.m. to Wednesday, May 13 at 8:00 a.m.

### Objectives for Meet and Greet Assignment:

At the end of this assignment, the student will be able to:

1. Describe personal experience in teaching patients in individual or groups settings.
2. Describe personal experience in developing health promotion plans for self or patients.
3. Discuss the importance of health promotion and teaching/learning from your own perspective.

### Grading Rubric for Meet and Greet Assignment

Criteria	Points Available	Points Achieved
1. Describe personal work setting and general experience in working with patients.	2	
2. State own experience in teaching patients.	3	
3. State own experience in developing health promotion plans.	3	
4. Use correct grammar and punctuation. Respectfully responds to 2 peers during the discussion period.	2	
	10	

## Western Kentucky University

NURS 340

Discussion Board Assignment(s)

### Objectives

At the end of this assignment the student will be able to:

1. Applies knowledge of content regarding health promotion/teaching and learning to selected scenarios.
2. React to and or expand on information presented by other students.
3. Apply critical thinking skills when answering questions posed by the faculty.

#### Rubric Table for Discussion Board Assignments

Criteria	Points Possible	Points Earned
Answers questions posed in the discussion board assignment	2	
Makes meaningful response to at least two peers	2	
Responses demonstrate knowledge of assigned readings.	4	
Documents reference using APA style for in-text and end of text format.	1	
Uses correct spelling, grammar, and respectful interaction with peers.	1	
Total points	10	

## **Western Kentucky University**

NURS 340

### Evaluation of Printed Educational Material

## **Objectives**

At the end of this assignment, the student will be able to:

1. Identify the selected printed educational material, author, and source.
2. Evaluate the material based on selected criteria.
3. Determine accuracy of information presented based on valid references.
4. Calculate literacy level required for the printed educational material using two formulas.
5. Conclude effectiveness of material based on identified criteria.

#### Rubric Table for Printed Educational Material

Criteria	Points Possible	Points Achieved
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<b>Printed Educational Material</b> Identifies printed educational material, author, and source	2	
<b>Presentation of the Material</b> <ul style="list-style-type: none"> <li>• Nature of the audience</li> <li>• Linguistic variety</li> <li>• Layout, use of color and white space</li> <li>• Brevity and clarity</li> <li>• Opportunity for repetition</li> <li>• Concreteness and familiarity</li> <li>• References to support statements</li> </ul>	8	
<b>Content of the Material</b> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Appropriateness</li> <li>• Currency of material</li> <li>• References to support statements</li> </ul>	8	
<b>Literacy Level</b> <ul style="list-style-type: none"> <li>• Uses two formulas to determine literacy level (Appendix A of text)</li> <li>• Includes steps for calculating the formulas.</li> <li>• Findings of each formula are compared and discussed.</li> <li>• References to support statements.</li> </ul>	8	

<b>APA Style/Grammar</b> <ul style="list-style-type: none"> <li>• Uses APA format for written paper</li> <li>• Uses correct grammar, spelling</li> <li>• Includes title page, introduction, and conclusion</li> <li>• Paper must be at least 3 typed pages (not including references)</li> <li>• Separate reference page including text and at least two other references</li> <li>• Reference page includes the printed educational material as one reference.</li> </ul>	4	
<b>Total Points</b>	30	

## Western Kentucky University

School of Nursing

NURS 340

### Objectives for Health Promotion Plan

At the end of this assignment, the student will be able to:

1. Apply a selected health promotion model to selected patient scenario.
2. Assess patient needs regarding health behaviors.
3. Identify health risk factors based on assessment findings.
4. Determine health goal based on assessment.
5. Select interventions for change in behavior based on health goal.
6. Identify evaluation method for determining effectiveness of interventions.
7. Use two or more credible sources to document rationale for interventions.

Rubric table for health promotion plan.

Criteria	Points Possible	Points Achieved
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Complete assessment using form provided	8	
Risk factors identified from assessment data	3	
Discussion of health promotion model appropriate for particular client and health promotion need (at least two paragraphs)	6	
Individual health goal	3	
Interventions for change with rationale for each intervention documented from two credible sources.	10	
Measurable evaluation methods for determining effectiveness of the interventions.	4	
Correct grammar, spelling, formatting according to APA	3	
Two credible and current references in addition to text	3	
Total points	40	

## Western Kentucky University

NURS 340

### Rubric for Teaching Plan

### Objectives

At the end of this assignment, the student will be able to:

1. Assess readiness to learn for selected client.
2. Write a learning goal based on assessment.
3. Write objectives to achieve the learning goals.
4. Identify content and time frame for presentation of material.
5. Provide outline for material used to teach.
6. Identify appropriate teaching methods based on domains of learning.
7. Identify evaluation method based on domains of learning.
8. Use appropriate reference sources, including websites for teaching materials.

9. Apply correct grammar, spelling, and formatting for assignment.

Rubric Table for Teaching Plan

Criteria	Points Possible	Points Achieved
Assess Readiness to Learn (PEEK)	4	
Write learning goal using broad statement format (See text for guide)	3	
Identify appropriate learning objectives based on goal <ul style="list-style-type: none"><li>• Three domains of learning</li><li>• Three part method</li></ul>	6	
Outlines specific content/time frame for presentation	4	
Identifies teaching methods appropriate for domain of learning. Includes rationale with references.	6	
Chooses appropriate teaching materials based on assessment/goal/objectives. Documents rationale for materials selected and reference for the material.	6	
Identifies Evaluation methods. Must be measurable. Must fit with the domain of learning.	6	
References (relevant websites, texts, etc) <ul style="list-style-type: none"><li>• APA format for in-text and end of text reference</li><li>• Must include text and other references.</li></ul>	3	
Uses correct grammar, spelling, format for the teaching plan.	2	
Total Points	40	

Lecture information will be available on Monday of each week at 8:00 a.m. and will be available for the remainder of the semester. Brief outlines for reading content will be available to assist you in taking notes from power-point and/or integrity lectures.

