# Nurs5356: Health Promotion for Individuals and Communities

## Fall 2014 Course Outline

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<tr>
<th>Dates</th>
<th>Module</th>
<th>Details</th>
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<tr>
<td>8/25 – 9/4</td>
<td>Introduction Week</td>
<td>Syllabus summary, student information template, group introduction (Due: 9/3)</td>
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<td>9/4 – 9/25</td>
<td>Module 1</td>
<td>Discussion Board 1 (Due: 9/11)</td>
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<td>Discussion Board 2, population of interest/ personal change project (Due: 9/18)</td>
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<td>Group Theory Project (Due: 9/25)</td>
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<td>Personal Change Project (PCP) (Begins: 9/25)</td>
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<td>9/25 – 10/16</td>
<td>Module 2</td>
<td>Discussion Board 3 (Due: 10/9)</td>
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<td>Evidenced based table (Due: 10/16)</td>
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<td>10/16 – 11/13</td>
<td>Module 3</td>
<td>Media Blog Assignment (Due: 10/30)</td>
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<td>Assessment Poster (Due: 11/13)</td>
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<td>11/13 – 12/10</td>
<td>Module 4</td>
<td>Discussion Board 4 (Due: 11/20)</td>
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<td>Final Post for PCP (Due: 11/20)</td>
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<td>Clinical Hours/Final Presentation (Due: 12/2)</td>
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<td>Favorite Presentation Vote (Due: 12/9)</td>
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**Purpose of Assignments:**

- **Personal Change Project** – focuses on changing behavior of an individual (yours!)
- **Project Summary** – focuses on changing behavior of a population within the community, describes who you will work with and what you want to do
- **Evidenced based table** – provides the scientific evidence to help you plan the why and how you will do your project
- **Assessment poster** – demonstrates what you will do with your population
- **Final Presentation** – describes what you did for your project
Welcome

Welcome to N5356: Health Promotion! In this course, we will examine the various aspects of health promotion and factors to consider when planning a health promotion intervention. You will gain understanding of how assessment, public policy, culture, and previous research impact health promotion planning. This hands-on course applies concepts of health promotion to a particular population of interest. Read through each section of the syllabus carefully. If you have any questions we will address them in the Discussion Board. Refer back to the information contained in this syllabus anytime you have a question regarding the basic course information.

The course has been designed in modules to assist you in organizing your efforts. There are four Modules of content. Each instructional module requires that you read assigned text or journal articles, view online videos, respond to discussion questions, complete a project, and other specific tasks. If you experience any problems, please access the Technical Assistance section at UT Tyler.

Faculty

Jenifer M Chilton

Instructor: Jenifer M Chilton, PhD, RN
Office: 2310 BRB, Tyler
Office Hours: Online or appointment
Email: jchilton@uttyler.edu
Phone: 903.721.2214

My nursing career has been focused on health promotion and wellness. My population of interest is adolescent females. I believe if adolescent females transition into adulthood with established wellness behaviors; the health of our nation will change for the better. The Total Girl Wellness Program is a wellness intervention I wrote to begin the change! The grounding of Total Girl began in 2008, when I was a student in this course. Make no mistake, the work you do in 5356 can change your life as well as others. I encourage you to dream big and believe your work matters.

Course Prerequisites

Admission to the MSN Program.

Course Description
3.0 credit hours (2 didactic: 1 clinical)

This course focuses on the nurse’s role in promoting health across the life span and at multiple levels. Students will explore models of health promotion, challenges to creating a healthy society, and apply concepts of health promotion in a clinical setting.
Note: There are 37.5 hours of clinical time required to pass this course.

Course Objectives

Students will:
- Articulate a personal philosophy of health and health promotion
- Compare models/theories of health promotion
- Analyze the impact of culture on health promotion
- Consider local, national and global trends affecting health and health promotion
- Conduct an assessment of the student's clinical population
- Plan a health promotion intervention specific to the student's clinical population

Course Activities

Students will:
- Read assigned materials
- Create and participate in a blog activity
- Participate in online discussion board dialogue
- Evaluate research specific to a population of interest
- Produce an evidence-based table
- Implement a health promotion activity in the community
- Prepare a poster presentation
- Document required clinical hours
- Prepare a Voice over PowerPoint presentation

Course Requirements

Textbooks


- Do not print or purchase the Healthy People 2020 document - a link is provided
- You may purchase your textbook from any source you wish or you can purchase it through the UT Tyler Bookstore

Recommended Resources:

- APA Style Manual
- Northern Michigan has a good page on citing sources using the DOI at: http://library.nmu.edu/apastyle.htm
- APA has its own page for electronic resources at: http://apastyle.apa.org/elecref.html
Grades and Grading

Final grades for the course will be determined based upon the following point assignments:

A - 90-100
B - 80-89
C - 70-79
D - 60-69
F - Below 60

The work you will perform for this course is weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Media Blog assignment</td>
<td>10%</td>
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<tr>
<td>Discussion Boards (4 each)</td>
<td>10%</td>
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<tr>
<td>Theory Group Assignment</td>
<td>10%</td>
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<tr>
<td>Assessment Poster</td>
<td>20%</td>
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<tr>
<td>Evidence-Based Table</td>
<td>25%</td>
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<tr>
<td>PowerPoint Presentation and Critique</td>
<td>25%</td>
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<tr>
<td>Identification of population</td>
<td>Pass/Fail</td>
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<tr>
<td>Clinical</td>
<td>Pass/Fail</td>
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<tr>
<td>Personal Experience with Behavior Change</td>
<td>Pass/Fail</td>
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Grading components are assigned weights based upon the work required of the participant and the importance to the course.

Five points will be deducted for each day an assignment is late.

If unavoidable situations occur, e.g. work or family emergencies or illness that prevents timely submission of assignments, contact your instructor BEFORE the assignment is due. Extensions to assignment deadlines may be negotiated but this needs to be done in advance; retrospective extensions will not be awarded. You must achieve an average of 80% to successfully complete the course. The last day to withdraw from a course without penalty is October 27, 2014.

If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file intent to receive grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler.

Course Workload

Reading Assignments

- Each participant is responsible for completing the reading assignments in a timely manner
- Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments
Media Blog Assignment

During Module 3, you will locate an online “presentation” that reflects health policy as it relates to your health promotion program. An example is provided in a description of the assignment, Media Blog Assignment. The “presentation” might be a news article, PowerPoint or YouTube video or other form of media. Students will write a one-page summary about the “presentation,” what they learned, how the policy content relates to their health promotion program, and will upload to the Media Blog located in the Tools section of Blackboard. Lastly, students are expected to read and give one scholarly response to a colleague’s blog post.

Discussion Assignments

The purpose of the discussion board in an online program is to take the place of the interchange that would occur in a face-to-face class. It is your opportunity to demonstrate mastery of assigned readings and to supplement those readings with expanded exposure to related (and sometimes contrary) information.

Discussion board expectations for students include:

- Reflect and share ideas from the literature in your own words (do not cut/paste), always note references or sources
- Apply information from module content and personal readings to provide insights, clarity, and alternative ideas
- Analyze ideas and make recommendations for future plans and actions
- Act as facilitator of the discussion (at least once)
- Be a participant in discussions (when not the facilitator) by reading and responding to colleagues’ postings at least twice per discussion
- Postings should occur within the specified time frame (due midnight Central Time); contributions should occur early enough for others to respond and for the facilitator to have time to create a summary
- Quality postings are preferable to quantity
- Avoid ‘sticky notes’ such as, “great idea, good posting”
- Conversations should be scholarly and reflect master level thinking, grammar, and APA format

Facilitator Role:

- Choose one student to facilitate each discussion question within each group
- Negotiate and assign the facilitator role within your group using the group DB
- Post one original comprehensive response to the assigned DB question due the first day the discussion opens
- Read and respond to colleagues
- Keep the conversation interesting and connected, ask questions, challenge, or encourage peers
- Post a summary that includes an analysis and synthesis of the DB discussion
- Do not cut and paste and ‘retell’ the discussion, the summary should reflect an outcome of the conversation

NOTE: . A greater number of posts are not directly correlation to a higher grade. We want you to read your textbook, do online searches or interview other people to learn more about the topic of conversation. Use reference citations to support your point of view. Think out of the box, challenge yourself and others to view the subject matter in new light.
Check the Discussions section often. Since the discussion is asynchronous, other responses will be submitted after your post. Be sure to check the Discussions section each time you log into the course to view any added material.

**How to Access the DB**
The Discussions feature in Blackboard is an online discussion forum in which students and faculty can communicate asynchronously (anytime) via message postings. When you click the tools tab on the left, you can select hen the Discussion Board area. A listing of general subject categories will appear in a table format.

All threads (topics) pertinent to a general subject category will appear as links under that subject category folder. Students are required to respond to threads in the course discussion.

To respond to a thread:

- In the Discussion Board area, you will see a list of forums
- Click on a forum link to open it and view the contents within
- Open a message
- Click Reply to respond to the message

Your response will now appear in the table, along with your name as author and date/time of posting. Icons will appear to the right and allow either a response, or perhaps editing and deletion options. If the edit icon or the trash can (delete icon) doesn't appear, the student doesn't have editing or deletion privileges.

You will be assigned to a Discussion Group and will see your group on the Group Pages in the tools section. Click on the Group Pages icon that displays all the options assigned to the group. Only those who are assigned to that group will see and have access to this folder. This allows the students to communicate and post information on any projects assigned to them.

**Written Assignments**

- Complete all assignments in Microsoft Word or PowerPoint
- Submit by midnight Central Time on the due date
- Submit assignments through the assignment links
- Late assignments will receive point reductions
- Practice professionalism - all work must be original

**Reminder:** Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.
Assignments/Projects Turn-In Process

All assignments and projects will be submitted through the assignments link in each module. Use the following process to prepare and submit assignments:

- Prepare your assignment using Microsoft Word or PowerPoint.
- Name your assignment with the following convention: last name, first initial, assignment title (ex. LastF_Assignmenttitle or mastelsmithb_assessmentposter)
- Click on "View/Complete Assignment" in the modules overview area or project area
- Number 1-shows the assignment instructions
- Number 2-is where you add your comments and attach your completed assignment
- Number 3-when all attached files (your completed assignment files) are uploaded, click submit

When assignments are received, we will open them in Microsoft Word for grading. This will enable the instructor to make comments, ask questions, etc. Your instructor will then return your assignment through the Student Gradebook. To see comments about your assignment, click on your grade.

If you need more instructions on how to submit files through the assignment link in the modules, please read the Blackboard Student Manual located in the Tools area.

Course Email Communication

To communicate by email within the course with other participants or all participants, click the Communications link on the left. Click Send E-mail to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. If you need more instructions on how to send email messages with Blackboard please read the student manual located in the Resources area of the course.

The course email is jchilton@uttyler.edu or . When additional sections are required, the email will be the address of your assigned faculty.

Questions or problems other than technical problems (see Technical Requirements in this Syllabus) may be submitted to the email addresses above.

You will receive responses to any emails you send within 48 hours. Faculty check email daily during the workweek between 8:00 AM – 5:00PM. Announcements will be made if faculty will be temporarily unavailable so you can plan accordingly. Occasionally technical problems occur which may delay responses.

NOTE: You are encouraged to check your UT Tyler email frequently through the week and every day is preferable. There are times when information is updated for a variety of reasons and you will want to stay abreast of these updates.

Online Learning

Is this your first time to take a Web-based online course? If so, you will find it dramatically different from your previous learning experiences. There is no face-to-face contact with your instructor and fellow participants. You may feel you are working alone. You may feel confused and anxious because you can't ask questions and receive immediate feedback. Relax! You are
not alone, and any anxiety you feel will go away as you become familiar with this environment. Online learning offers flexibility and allows you to manage your time and learning materials.

We want to stress to both experienced and inexperienced online course participants that the key to success is **organization. This is not a self-paced course.** Pay close attention to the schedule for all assignments and requirements! Deadlines exist to help you successfully complete the course.

Expect to spend as much time on an online course as you do in a face-to-face course. Plan to spend six to ten hours per week on this course, but it may take more depending on how you learn. The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments.

In order to effectively participate in online learning, it is imperative that you understand how your course is arranged and how to access and contribute information. If you have a question regarding the navigation within this course, please refer to the Blackboard user manual available under the Tools area. If you are unfamiliar with accessing the Internet or have questions regarding technical requirements, you may want to look at the services available at [The University of Texas at Tyler Blackboard website](#). A list of basic technical requirements is also listed in this Syllabus for your convenience. In addition, you can access the [UT Tyler website](#) for general information about UT Tyler and its student services, which will be reviewed briefly later in this Syllabus.

**Accessing Library Resources**

Students enrolled in this course have several options to access library resources. You may visit your home campus library or the [Robert R. Muntz Library](#) at the University of Texas at Tyler. Follow this link, and then complete the instructions at those sites for accessing information from a distant site.

**The Writing Center**

Located in BUS 202, the [UT-Tyler Writing Center](#) provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper. Appointments: 903-565-5995.

The Editorial Review Board also offers assistance on course papers and presentations to graduate students. Please see the brochure linked in External Links for more information about this valuable service.

**Course Evaluation**

UT Tyler may ask you to complete a voluntary evaluation to help them make improvements and adjustments in their overall online learning forums. Also, an end of semester evaluation specifically for this course will be made available for you to complete in the last week of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to my commitment to improve continually the quality and relevance of this course.
Technical Information
The following information should be included in your syllabus to give direction to the students on how to obtain technical support should problems arise with Blackboard. Also included is a short list of browser plug-ins and other suggested applications that students should make sure they have installed and/or updated.

Technical Support
If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu
When you email IT Support, be sure to include a complete description of your question or problem including:
- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message
You may also visit the Help Tab in Blackboard for helpful information.

Plug-ins and Helper Applications
UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.
- Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations. [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/)
- RealPlayer allows you to view and listen to streaming video and audio. [http://www.real.com/](http://www.real.com/)

Netiquette Guide
"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. [http://www.learnthenet.com/learn-about/netiquette/index.php](http://www.learnthenet.com/learn-about/netiquette/index.php)

University Policies (note that some of these only affect undergraduate students)

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions. **The last day to drop from one or more courses is October 24, 2012.**

**Disability Services**

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Getting Started**
Please refer back to the information contained in this Syllabus anytime you have a question regarding the basic course information. Please begin this course by clicking on the Outline button in the left-hand navigation bar, and then choose Module 1.