



NURS 4341-001IN-S12024
Health Promotion Across the Lifespan BSN
Spring 2025
Mode of Delivery: Online

Instructor Information: Stephanie Griggs, DNP, FNP-BC; sgriggs2@com.edu; 409-933-8920

Student hours and location: Online

Required Textbook/Materials:

Edelman, C. (2022). Health Promotion Throughout the Lifespan, 10th edition. St. Louis: Elsevier, Inc.

American Psychological Association. (2020). Publication Manual of the American Psychological Association, 7th edition. Washington, DC: APA

Optional

Evolve Resources for Health Promotion Throughout the Life Span, 10th Edition

Course ID: 165280_rboaz4_1001

Instructor: Rachel Boaz

Course Description

This course introduces the registered nurse to the concept of wellness across the lifespan. Students will exam 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. **(Credit 3: Lecture 3, Lab 0) (8-week course, 48 contact hours)**

Course Requirements

Discussion Board Postings (Weekly): Assess knowledge and application of incremental course content. **Student will post a primary post supported by cited, evidence-based material according to the grading rubric each week by Wednesday. Students will then reply to at least two peers supported by cited, evidence-based material according to the grading rubric by Sunday each week.** Each post must have an APA format reference listed. Each post should include thoughtful content, probing questions, professional feedback, self-reflection. Discussions will include major competencies for student learning outcomes.

Interventions and Applications Health Promotion Paper

Assesses knowledge and application of health promotion interventions and how to apply them to specific populations. **Each student will compose a 2–3 page paper (excluding title and reference page)** on how they would practically and realistically apply specific health promotion interventions to their own life/practice. The ANA Code of Ethics Provision 5 states that “the nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Vulnerable Population/Health Disparities Paper

Assesses overall knowledge and application of complete course content. Each student will write a short research paper assessing the impact of health disparities on a vulnerable population of their choosing. Students will identify practices unique to that population. Using Healthy People 2030, students will identify strategies that nurses can

implement to remove/reduce those barriers for said population as a whole and individually. **The paper should be at least 5 pages (excluding title and reference page).**

Case Studies (2)

Assesses knowledge and application of content integrated within the course. Students will complete cases studies that cover diverse demographics.

Weekly Participation

Assesses ability to synthesize information when collaborating on a topic with peers.

Determination of Course Grade/Detailed Grading Formula:

Methods of Instruction

Case studies
Group discussions
Formal Papers
Written Reports/Clinical Reasoning exercises

Grading Scale

A = 90 -100.00
B = 80 -89.99
C = 70 -79.99
D = 60 -69.99
F = < 60

Grade Calculation

Assignment	%
Weekly Discussion Board Postings	20%
Case Studies (Two)	20%
Interventions/Application Health Promo Paper	25%
Vulnerable Population/Health Disparities Paper	30%
Participation	5%
Grade Total	100%
A Grade Total of at least 70% is required to pass the course.	

Late work, Make-up and Extra-Credit Policy: All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook. Papers may be turned in up to five days late for 10 points off per day minus grading. The sixth day late will receive a zero (starting at 0000 midnight). There is no late work for all other assignments. **If another assignment besides a paper is turned in late it will receive a grade of zero.**

Attendance Policy:

See the Attendance Policy in the Nursing Student Handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

Student Learning Outcomes

Upon completion of this course, the student will:

Course learning outcomes	Maps to end of Program Outcomes (Student) SLO's	Assessed via this Assignment
1. Integrate knowledge, skills, and abilities gained from personal experiential learning, prerequisite, and co-requisite courses included in the program of study.	Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice.	Discussion board
2. Examine theoretical and epidemiologic concepts that form a foundation for health promotion.	Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence-based practice.	Case studies
3. Evaluate the impact of healthcare finance on health promotion and disease prevention	Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	Discussion Board Health Disparities/Vulnerable Population paper.
4. Analyze health patterns and environmental conditions that impact health promotion across the lifespan.	Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	Discussion Board Case Studies
5. Compare health promotion needs of the pediatric, adult, and geriatric patient.	Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence-based practice.	Health Promotion Paper. Discussion board
6. Examine specific health promotion and disease prevention in emerging populations.	Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	Health Disparities/Vulnerable Population Paper.

Academic Dishonesty

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, Sandra Rondeau, Interim Director of Nursing at srondeau@com.edu/409-933-8460.

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

Course Outline:

Week	Unit	Assignment(s)	Due
Week 1	<ul style="list-style-type: none"> Units 1-4 	<ul style="list-style-type: none"> Introduce yourself to the course Begin Reading DB post #1 DB Responses to two peers 	<ul style="list-style-type: none"> DB-Introduce yourself to the course DB #1 initial post due 3/12 2 peer responses due 3/16 by 2359
	SPRING BREAK	<ul style="list-style-type: none"> SPRING BREAK 	<ul style="list-style-type: none"> SPRING BREAK
Week 2	<ul style="list-style-type: none"> Units 5-8 	<ul style="list-style-type: none"> DB post #2 DB Responses to 2 peers 	<ul style="list-style-type: none"> DB #2 initial post due 3/26 2 peer responses due 3/30 by 2359
Week 3	<ul style="list-style-type: none"> Units 9-12 	<ul style="list-style-type: none"> DB post #3 DB Responses to 2 peers Case Study #1 	<ul style="list-style-type: none"> DB #3 initial post due 4/2 2 peer responses due 4/6 by 2359 Case Study #1 due 4/6 by 2359
Week 4	<ul style="list-style-type: none"> Units 13-16 	<ul style="list-style-type: none"> Interventions and Application for Health Promo Paper Due Begin Health Disparities paper 	<ul style="list-style-type: none"> Interventions paper due 4/13 by 2359
Week 5	<ul style="list-style-type: none"> Unit 17-20 	<ul style="list-style-type: none"> DB post #4 DB Responses to 2 peers Case Study #2 	<ul style="list-style-type: none"> DB #4 initial due 4/16 2 peer responses due 4/20 by 2359 Case Study #2 due 4/20
Week 6	<ul style="list-style-type: none"> Unit 21-25 	<ul style="list-style-type: none"> DB post #5 DB Responses to 2 peers 	<ul style="list-style-type: none"> DB #5 initial post due 4/23 2 peer responses due 4/27 by 2359
Week 7	<ul style="list-style-type: none"> Paper 	<ul style="list-style-type: none"> Health Disparities Paper Due 	<ul style="list-style-type: none"> Disparities paper due 5/4 by 2359
Week 8	<ul style="list-style-type: none"> Course Wrap-Up 	<ul style="list-style-type: none"> DB post #6 NO PEER RESPONSES 	<ul style="list-style-type: none"> DB#6 due 5/7 by 2359 No peer responses

Course Content

Unit 1: Health Defined: Health Promotion, Protection, and Prevention

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Analyze concepts and models of health as used historically and in this textbook.
2. Evaluate the consistency of Healthy People 2020 goals with various concepts of health.
3. Analyze the progress made in this nation from the original Healthy People document to the foci in Healthy People 2020.
4. Differentiate between health, illness, disease, disability, and premature death.
5. Compare the four levels of prevention (primordial, primary, secondary, and tertiary) with the levels of service provision available across the life span.
6. Critique the role of research and evidence as well as the nurse's role in health education and research for the promotion and protection of health for individuals and population.

Learning Content:

Exploring Concepts of Health

A. Models of Health

B. Wellness-Illness Continuum

C. High-Level Wellness

D. Health Ecology

E. Functioning

II. Illness, Disease, and Health

III. Planning for Health

IV. Healthy People 2020

A. Goals

V. Levels of Prevention

A. Primordial Prevention

B. Primary Prevention

C. Secondary Prevention

D. Tertiary Prevention

VI. The Nurse's Role

A. Nursing Roles in Health Promotion and Protection

VII. Improving Prospectus for Health

A. Population Effects

VIII. Shifting Problems

IX. Moving Toward Solutions

X. Tying it All Together Using the Nursing Process

- A. Problem Identification
- B. Planning Interventions
- C. What Was the Actual Cause of Frank's Problem?
- D. Evaluation of the Situation

XI. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 1

Discussion Board

Unit 2: Emerging Populations and Health

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Differentiate among ethnicity, ethnic group, race, and minority group.
2. Describe demographic data relative to emerging populations:
 - Arab Americans
 - Asian Americans/Pacific Islanders
 - Black/African Americans
 - Latino/Hispanic Americans
 - Native Americans
 - Homeless persons
3. Describe health concerns and issues of emerging populations.
4. Discuss selected cultural factors that may have an impact on the health and well-being of emerging populations.
5. Contrast the folk healing system with the professional care system.
6. Explain strategies for health care professionals to meet the needs of emerging populations.
7. Describe initiatives to address the health care concerns of emerging population.

Learning Content:

- I. Health Disparities and Health Equality
- II. Emerging Populations in the United States
- III. Ethnicity, Ethnic Group, Minority Group, and Race
- IV. Cultures, Values, and Value Orientation
- V. Cultural Competency
- VI. Folk Healing and Nursing Care Systems
- VII. Arab Americans
 - A. Health Care Issues of Arab Americans
 - B. Selected Health-Related Cultural Aspects
- VIII. Asian Americans/Pacific Islanders
 - A. Health Care Issues of Asian Americans/Pacific Islanders
 - B. Selected Health-Related Cultural Aspects
- IX. Latino/Hispanic Americans
 - A. Health Issues of Latino/Hispanic Americans
 - B. Selected Health-Related Cultural Aspects
- X. Black/African Americans
 - A. Health Issues in Black/African Americans
 - B. Selected Health-Related Cultural Aspects
- XI. American Indians/Alaskan Natives
 - A. Health Care Issues of Native Americans
 - B. Selected Health-Related Cultural Aspects
- XII. The Emerging Rural and Urban Populations: Homeless Person
 - A. Homelessness: A Continuing Saga
 - B. Health People 2020
 - C. Office of Minority Health

XIII. Nursing's Response to Emerging Population and Health

XIV. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 2

Discussion Board

Unit 3: Health Policy and the Delivery System

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Examine key developments in the history of health care that influenced the philosophical basis of American health care and separated preventive measures from curative measures.
2. Differentiate between private and public sector functions and responsibilities in the delivery of health care.
3. Describe the mechanisms by which health care in the United States is financed in both the private sector and the public sectors.
4. Analyze the influence of health legislation on the health care delivery system.
5. Differentiate between the purposes, benefits, and limitations of Medicare, Medicaid, and other government-sponsored programs in achieving health equity.
6. Compare and contrast the health care delivery systems of the United States and other countries.
7. Discuss the major provisions of the Patient Protection and Affordable Care Act of 2010 and its impact on improving population health.

Learning Content:

I. The Health of the Nation

A. Healthy People 2020

B. Health Indicators of a Nation

C. Historical Role of Women in Health Promotion

II. A Safer System

III. Global Health

A. Historical Perspectives

IV. History of Health Care

A. Early Influences

B. Industrial Influences

C. Socioeconomic Influences

D. Public Health Influences

E. Scientific Influences

F. Special Population Influences

G. Political and Economic Influences

H. Split Between Preventive and Curative Measures

V. Organization of the Delivery System

A. Private Sector

B. Public Sector

VI. Financing Health Care

A. Costs

B. Sources

C. Employer Health Benefits

D. Mechanisms

E. Managed Care Issues

F. Health Insurance

G. Pharmaceutical Costs

H. The Uninsured: Who are They?

VII. Health Care Systems of Other Countries

A. Canadian Health Care System

VIII. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 3

Discussion Board

Unit 4: The Therapeutic Relationship

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Evaluate values clarification as a prerequisite for effective health promotion.
2. Examine the elements and process of communication.
3. Analyze differences between functional and dysfunctional
4. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts, and nursing roles.
5. Synthesize knowledge of the therapeutic relationship as an essential component of health promotion.

Learning Content:

- I. Values Clarification
 - A. Definition
 - B. Values and Therapeutic Use of Self
- II. The Communication Process
 - A. Function and Process
 - B. Types of Communication
 - C. Effectiveness of Communication
 - D. Interprofessional Communication and Teamwork
 - E. Factors in Effective Communication
 - F. Health Literacy
- III. The Helping or Therapeutic Relationship
 - A. Characteristics of the Therapeutic Relationship
 - B. Ethics in Communicating and Relating
 - C. Therapeutic Techniques
 - D. Barriers to Effective Communication
 - E. Setting
 - F. Stages
- IV. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 4

Discussion Board

Unit 5: Ethical Issues Related to Health Promotion

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss health promotion as a moral endeavor.
2. Describe the relationship of health care ethics to health promotion.
3. Analyze the relationship of various ethical theories to the nursing role in health promotion.
4. Discuss the historical development and importance to
5. Describe contemporary ethical issues in health promotion (e.g., issues related to genetics, genomics, culture, end-of-life decision-making).
6. Analyze problems related to health promotion using an ethical decision-making framework.

Learning Content:

I. Health Promotion as a Moral Endeavor

II. Health Care Ethics

- A. Origins of Applied Ethics in Moral Philosophy
- B. Types of Normative Ethical Theories
- C. Limitations of Moral Theory
- D. Feminist Ethics and Caring

III. Personal Responsibility

- A. Accountability to Individuals and Society
- B. Code of Ethics

C. Advocacy

- D. Problem-Solving: Issues, Dilemmas, Risks, and Moral Distress
- E. Preventive Ethics

IV. Ethical Principles in Health Promotion

- A. Autonomy as Civil Liberty
- B. Autonomy as Self-Determination
- C. Exceptions to Autonomous Decision-Making
- D. Confidentiality
- E. Veracity
- F. Nonmaleficence
- G. Beneficence
- I. Justice

V. Strategies for Ethical Decision-Making

- A. Locating the Source and Levels of Ethical Problems
- B. Values Clarification and Reflection
- C. Decision-Making Considerations

VI. Ethics of Health Promotion: Cases

- A. Case 1: Addressing Health Care System Problems—Elissa Needs Help
- B. Case 2: She's My Client!—Lilly and "Jake" (a.k.a. Paul)
- C. Case 3: Don't Touch My Things! Ms. Smyth and Autonomy

V. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 5

Discussion Board

Unit 6: Health Promotion and the Individual

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Define the framework of functional health patterns as described by Gordon (2016).
2. Describe the use of the functional health pattern framework to assess individuals throughout the life span.
3. Illustrate health patterns of the functional, potentially dysfunctional, and actually dysfunctional categories of behavior.
4. Identify risk factors or etiological aspects of actual or potential dysfunctional health patterns to consider with nursing diagnoses.
5. Discuss the planning, implementation, and evaluation of nursing interventions to promote the health of individuals.
6. Develop specific health-promotion plans based on an assessment of individuals.

Learning Content:

I. Gordon's Functional Health Patterns: Assessment of the Individual

- A. Functional Health Pattern Framework
- B. The Patterns
- C. Health Perception—Health Management Pattern
- D. Nutritional-Metabolic Pattern
- E. Elimination Pattern
- F. Activity-Exercise Pattern
- G. Sleep-Rest Pattern
- H. Cognitive-Perceptual Pattern
- I. Self-Perception—Self-Concept Pattern
- J. Roles-Relationships Pattern
- K. Sexuality-Reproductive Pattern
- L. Coping-Stress Tolerance Pattern
- G. Values-Beliefs Pattern

II. Individual Health Promotion Through the Nursing Process

- A. Collection and Analysis of Data
- B. Planning the Care
- C. Implementing the Plan
- D. Evaluating the Plan

III. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 6

Discussion Board

Unit 7: Health Promotion and the Family

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe various theoretical approaches to the study of families.
2. Assess families throughout the life span using the functional health pattern framework.
3. Describe examples of the clinical data to collect in each health pattern during each family developmental phase.
4. Provide examples of behavioral changes (functional, potentially dysfunctional, and actually dysfunctional) within the health patterns of families.
5. Describe developmental and cultural characteristics of the family to consider when identifying risk factors or etiological factors of potential or actual dysfunctional health patterns.
6. Plan, implement, and evaluate nursing interventions in health promotion with families. Evaluate a specific health-promotion plan based on family assessment, nursing diagnosis, and contributing risks or etiological factor.

Learning Content:

- I. The Nursing Process and the Family
 - A. The Nurse's Role
- II. Family Theories and Frameworks
- III. The Family From a Developmental Perspective
- IV. The Family From a Structural-Functional Perspective
- V. The Family from a Risk-Factor Perspective
 - A. Health Perception-Health Management Pattern
 - B. Nutritional-Metabolic Pattern
 - C. Elimination Pattern
 - D. Activity-Exercise Pattern
 - E. Sleep-Rest Pattern
 - F. Cognitive-Perceptual Pattern
 - G. Self-Perception-Self-Concept Pattern
 - H. Roles-Relationships Pattern
 - I. Sexuality-Reproductive Pattern
 - J. Coping-Stress Tolerance Pattern
 - K. Values-Beliefs Pattern
- VI. Environmental Factors
- VII. Analysis and Nursing Diagnosis
 - A. Analyzing Data
- VIII. Planning with the Family
 - A. Goals
- IX. Implementation with the Family
- X. Evaluation with the Family
- XI. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 7

Discussion Board

Unit 8: Health Promotion and the Community

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the 11 functional health patterns and explain how they are used for data collection to assess

communities.

2. Evaluate community characteristics that indicate risk.
3. Identify developmental aggregates of potential or actual dysfunctional health patterns.
4. Explain methods of community data collection and sources of information.
5. Describe a method of planned change for the community. Discuss the planning, implementation, and evaluation of nursing interventions in health promotion with communities.
6. Develop a health-promotion plan based on community assessment (including resources), nursing diagnoses, and other contributing factor.

Learning Content:

I. The Nursing Process and the Community

II. The Nurse's Role

A. Influencing Health Policy

III. Methods of Data Collection

IV. Sources of Community Information

V. Community from a Systems Perspective

A. Structure

B. Function

C. Interaction

VI. Community From a Developmental Perspective

VII. Community From a Risk-Factor Perspective

A. Health-Perception-Health Management Pattern

B. Nutritional-Metabolic Pattern

C. Elimination Pattern

D. Activity-Exercise Pattern

E. Cognitive-Perceptual Pattern

F. Self-Perception-Self Concept Pattern

G. Roles-Relationships Pattern

H. Sexuality-Reproductive Pattern

I. Coping-Stress Tolerance Pattern

J. Values-Beliefs Pattern

VIII. Analysis and Diagnosis with the Community

A. Organization of Data

B. Guidelines for Data Analysis

C. Community Diagnosis

IX. Planning with the Community

A. Purposes

B. Planned Change

X. Implementation with the Community

XI. Evaluation with the Community

XII. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 8

Discussion Board

Unit 9: Screening

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss screening and its role in secondary prevention and health promotion.
2. Analyze criteria to determine if a disease has evidence-based guidelines for screening.
3. Identify health care, economic, and ethical implications related to the screening process.
4. Discuss how collaborative community and national partnerships and policies assist in the development and implementation of a screening program.
5. Describe elements of the nursing role in the screening process.

Learning Content:

I. Advantages and Disadvantages of Screening

- A. Advantages
- B. Disadvantages

II. Selection of a Screened Disease

- A. Significance of the Disease for Screening
- B. Detection
- C. Should Screening for Disease be Done?

III. Ethical Consideration

- A. Economic Costs and Ethics

IV. Selection of Screenable Populations

- A. Person-Dependent Factors
- B. Environment-Dependent Factors
- C. National Guidelines and Healthcare Reform

V. The Nurse's Role

VI. Racial and Ethnic Approaches to Community Health

VII. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 9

Discussion Board

Unit 10: Health Education

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Analyze the goals of health education.
2. Discuss learning principles that affect health education.
3. Apply teaching and learning concepts to teaching.
4. Describe selected theoretical models used in health education to influence the behavior change process.
5. Explain the steps in preparing a health teaching plan.
6. Propose learning strategies appropriate to each learning domain.
7. Discuss the importance of evaluating the educational process.

Learning Content:

I. Nursing and Health Education

- A. Definition
- B. Goals
- C. Learning Assumptions
- D. Family Health Teaching
- E. Health Behavior Change
- F. Ethics
- G. Genomics and Health Education
- H. Diversity and Health Teaching

II. Community and Group Health Education

III. Teaching Plan

- A. Assessment
- B. Determining Expected Learning Outcomes
- C. Selecting Content
- D. Designing Learning Strategies
- E. Evaluating the Teaching-Learning Process
- F. Referring Individuals to Other Resources

IV. Teaching and Organizing Skills

V. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 10

Discussion Board

Unit 11: Nutrition Counseling for Health Promotion

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Evaluate the objectives outlined in Healthy People 2030
2. nutrition and food safety issues.
3. Analyze the leading diet-related causes of illness and death in the United States and the corresponding nutrients specific to each.
4. Summarize and evaluate the rationale behind the recommendations contained in the Dietary 4. Guidelines for Americans 2015–2020.
5. Compare the number of servings and serving sizes recommended in MyPlate with serving sizes featured currently in the marketplace.
6. Analyze US food aid programs for marginalized groups and older adults in the United States.
7. Evaluate personal diet intakes over a 24-hour to 48-hour period using SuperTracker (<https://www.supertracker.usda.gov>) to learn how to plan diets for any stage in the life cycle.

Learning Content:

- I. Nutrition in the United States: Looking Forward from the Past
 - A. Classic Vitamin-Deficiency Diseases
 - B. Dietary Inadequacy
 - C. Dietary Excesses
- II. Healthy People 2020: Nutrition Objectives
 - A. Nutrition-Related Health Status
 - B. Nutrition Objectives for the United States
- III. Food and Nutrition Recommendations
 - A. Dietary Reference Intakes
 - B. Dietary Guidelines for Americans 2015-2020
- IV. Dietary Supplements and Herbal Medicines
 - A. Circumstances when Nutrition Supplementation is Indicated
- V. Food Safety
 - A. Cause of Food-Borne Illness
 - B. Examples of Common Food-Borne Pathogens
 - C. Food Safety Practices
- VI. Food, Nutrition, and Poverty
 - A. Poverty and Income Distribution
 - B. Food Assistance for Low-Income Individuals
- VII. Nutrition Screening
- VIII. Nutrition Risk Factors
 - A. Cardiovascular Diseases
 - B. Heart Disease
 - C. Hypertension
 - D. Cancer
 - E. Osteoporosis
 - F. Obesity
 - G. Diabetes
 - H. Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
- IX. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 11

Discussion Board

Unit 12: Exercise

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Explain the physical activity and fitness goals of Healthy People 2030, and the progress made toward these goals.
2. Describe how physical activity positively influences physical and psychological health.
3. Identify the benefits of physical activity throughout the aging process.
4. Evaluate the prescriptions for and benefits of daily physical activity, aerobic exercise, and resistance training.
5. Explain the interventions to promote exercise adherence and compliance.

Learning Content:

I. Defining Physical Activity in Health

II. Healthy People 2030 Objectives

A. Physical Activity Objectives: Making Progress

B. Aging

C. Effects of Exercise on the Aging Process

III. Cardiac Risk Factors

A. High-Density Lipoprotein and Serum Triglyceride Levels

B. Hypertension

C. Hyperinsulinemia and Glucose Intolerance

IV. Obesity

V. Osteoporosis

VI. Arthritis

VII. Low Back Pain

VIII. Immune Function

IX. Mental Health

X. Exercise Prescription

A. Aerobic Exercise

B. Warm-Up and Cool-Down Periods

C. Flexibility

D. Resistance Training

XI. Exercise the Spirit: Relaxation Response

XII. Monitoring the Inner and the Outer Environment

A. Fluid

XIII. Special Considerations

A. Coronary Heart Disease

B. Diabetes

XIV. Building a Rhythm of Physical Activity

A. Adherence and Compliance

B. Creating a Climate That Supports Exercise

XV. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 12

Discussion Board

Unit 13: Stress Management

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Analyze concepts of stress, stressor, eustress, and distress.
2. Evaluate physical, psychological, social, spiritual, and behavioral stressors that are potential contributors to physical and mental health disorders.
3. Analyze the pathophysiology of the stress response and effects on health and illness.
4. Examine primary and secondary cognitive appraisals of stress.
5. Develop evidence-based stress-management interventions that can be used in clinical practice.
6. Explain the nurse's role in stress management and crisis intervention.

Learning Content:

I. Sources of Stress

II. Physical, Psychological, Sociobehavioral, and Spiritual/Homeodynamic Consequences of Stress

- A. Physiological Effects of Stress
- B. Psychological Effects of Stress
- C. Sociobehavioral Effects of Stress
- D. Spiritual Effects of Stress

III. Home Benefits of Stress

IV. Assessment of Stress

V. Stress-Management Interventions

- A. Developing Self-Awareness
- B. Nutrition: Healthy Diet
- C. Physical Activity
- D. Sleep Hygiene
- E. Cognitive-Behavioral Restructuring
- F. Affirmations
- G. Social Support
- H. Empathy
- I. Hygiene
- J. Spiritual Practice
- K. Setting Realistic Goals
- L. Engaging in Pleasurable Activities

VI. Effective Coping

VII. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 13

Discussion Board

Unit 14: Complementary and Alternative Strategies

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Compare holistic, allopathic, and complementary and alternative health modalities.
2. Describe the nursing role in complementary health therapies.
3. Explain the origin and practice of selected holistic health strategies.
4. Identify complementary and alternative medicine resources and guidelines.
5. Discuss complementary and alternative medicine safety and effectiveness.

Learning Content:

I. Background

- A. Some Known Facts

II. What is the Difference Between Holism and Allopathy?

- A. Patient-Centered Care

- B. Health and Wellness
- C. Health Policy
- III. Interventions
 - A. Whole Medical Systems
 - B. Biologically Based Practices/Natural Products
 - C. Manipulative and Body-Based Practices
 - D. Mind-Body Medicine
 - E. Energy Therapies
- IV. Nursing Presence
 - A. Safety and Effectiveness
- V. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 14

Discussion Board

Unit 16: The Childbearing Period

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Define the terms growth, development, and maturation.
2. List factors that influence growth in an individual.
3. Explain the importance of growth and development theory as a framework for assessing and promoting health.
4. Outline Erikson's theory of psychosocial development.
5. Differentiate Piaget's and Vygotsky's theories of cognitive development.
6. Compare Kohlberg's and Gilligan's theories of cognitive moral development.
7. Analyze individual growth and development, distinguishing normal and abnormal processes.

Learning Content:

- I. Biology and Genetics
 - A. Duration of Pregnancy
 - B. Fertilization
 - C. Implantation
 - D. Fetal Growth and Development
 - E. Placental Development and Function
 - F. Maternal Changes
- II. Changes During Transition from Fetus to Newborn
 - A. Nursing Interventions
 - B. Apgar Score
 - C. Sex
 - D. Race and Culture
 - E. Genetics
- III. Gordon's Functional Health Patterns
 - A. Health-Perception-Health Management Pattern
 - B. Nutritional-Metabolic Pattern
 - C. Elimination Pattern
 - D. Activity-Exercise Pattern
 - E. Sleep-Rest Pattern
 - F. Cognitive-Perceptual Pattern
 - G. Self-Perception-Self-Concept Pattern
 - H. Roles-Relationships Pattern
 - I. Sexuality-Reproductive Pattern
 - J. Coping-Stress Tolerance Pattern

- K. Values-Belief Pattern
- IV. Environmental Processes
 - A. Physical Agents
 - B. Biological Agents
 - C. Chemical Agents
 - D. Mechanical Forces
 - E. Radiation
- V. Determinants of Health
 - A. Social Factors and Environment
- VI. Levels of Policy Making and Health
- VII. Health Services/Delivery System
- VIII. Nursing Application
- IX. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 16

Discussion Board

Unit 17: Infant

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Evaluate the infant's health status and give examples of basic growth and developmental principles.
2. Analyze the developmental tasks for the infant and the behavior indicating that these tasks are being accomplished.
3. Explain the immunization schedule and other safety and health-promotion measures to a parent.
4. Detect common parental concerns about infants and describe a model for parent education to allay these concerns.
5. Examine accidents that occur during infancy and recommend appropriate counseling for accident prevention and safety.
6. Differentiate ways in which nurses can be active in promoting major policies and influencing legislation concerning health.
7. Outline governmental strategies to meet the goals of improving infant health.

Learning Content:

- I. Biology and Genetics
 - A. Developmental Tasks
 - B. Concepts of Infant Development
 - C. Sex
 - D. Race
 - E. Genetics
- II. Gordon's Functional Health Patterns
 - A. Health Perception-Health Management Pattern
 - B. Nutritional-Metabolic Pattern
 - C. Elimination Pattern
 - D. Activity-Exercise Pattern
 - E. Sleep-Rest Pattern
 - F. Cognitive-Perceptual Pattern
 - G. Self-Perception-Self-Concept Pattern
 - H. Roles-Relationships Pattern
 - I. Sexuality-Reproductive Pattern
 - J. Coping-Stress Tolerance Pattern
 - K. Values-Beliefs Pattern

- III. Environmental Process
 - A. Physical Agents
 - B. Biologic Agents
 - C. Chemical Agents
 - D. Motor Vehicles
 - E. Radiation
- IV. Determinants of Health
 - A. Social Factors and Environment
 - B. Levels of Policy Making and Health
 - C. Health Services/Delivery System
- V. Nursing Application
- VI. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 17

Discussion Board

Unit 18: Toddler

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the physical growth, developmental, and maturational changes that occur during the toddler period.
2. Examine the recommended health-promotion and disease-prevention visits for the toddler with the appropriate topics for anticipatory guidance for the parents.
3. Compare and contrast developmentally appropriate approaches to toddlers at different ages.
4. Analyze the factors that contribute to the heightened vulnerability of toddlers to injury and abuse.
5. Develop a plan to reach the Healthy People 2020 target objectives specific for toddler.

Learning Content:

- I. Biology and Genetics
- II. Gordon's Functional Health Patterns
 - A. Health Perception-Health Management Pattern
 - B. Nutritional-Metabolic Pattern
 - C. Elimination Pattern
 - D. Activity-Exercise Pattern
 - E. Sleep-Rest Pattern
 - F. Cognitive-Perceptual Pattern
 - G. Self-Perception-Self-Concept Pattern
 - H. Roles-Relationships Pattern
 - I. Sexuality-Reproductive Pattern
 - J. Coping-Stress Tolerance Pattern
 - K. Values-Beliefs Pattern
- III. Environmental Process
 - A. Physical Agents
 - B. Biologic Agents
 - C. Chemical Agents
- IV. Determinants of Health
 - A. Social Factors and Environment
 - B. Levels of Policy Making and Health
 - C. Health Services/Delivery System
- V. Nursing Application

VI. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 18

Discussion Board

Unit 19: Preschool Child

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Explain the physical and psychosocial changes occurring during the preschool years that influence child and family health needs.
2. Discuss the concepts of cognitive development of preschoolers using Piaget's theory.
3. Review the Healthy People 2030 concepts that pertain to preschool children and their families.
4. Describe family teaching and nursing support for the typical sleep disturbances of the preschool years.
5. Differentiate the nursing roles regarding vision and hearing screening for preschoolers. Compare coping skills of preschoolers with those of younger children.
6. Outline the primary prevention immunization requirements for preschoolers.
7. Identify warning signs of cancer in preschoolers.
8. Recognize signs, symptoms, and clinical features of and risk factors for asthma in preschoolers.
9. Identify the major causes of injuries during the preschool year.

Learning Content:

I. Biology and Genetics

- A. Gender
- B. Race
- C. Genetics

II. Gordon's Functional Health Patterns

- A. Health Perception-Health Management Pattern
- B. Nutritional-Metabolic Pattern
- C. Elimination Pattern
- D. Activity-Exercise Pattern
- E. Sleep-Rest Pattern
- F. Cognitive-Perceptual Pattern
- G. Self-Perception-Self-Concept Pattern
- H. Roles-Relationships Pattern
- I. Sexuality-Reproductive Pattern
- J. Coping-Stress Tolerance Pattern
- K. Values-Beliefs Pattern

III. Environmental Process

- A. Physical Agents
- B. Biologic Agents
- C. Chemical Agents
- D. Cancer
- E. Asthma

IV. Determinants of Health

- A. Social Factors and Environment
- B. Levels of Policy Making and Health
- C. Health Services/Delivery System

V. Nursing Application

VI. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 19

Discussion Board

Unit 20: School-Age Child

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Identify expected physical and developmental changes occurring in the school-age child.
2. Explore stages of cognitive development of the school-age child, particularly its relation to academic skills and performance.
3. Appraise relevant health-promotion needs and common health risk factors found in the school-age child.
4. Analyze cultural, societal, peer influence, and stress on development in the school-age child.
5. Describe common developmental problems that occur in the school-age child including ways to assist parents in the management of these common problems.
6. Determine strategies for family (parents) to improve child's self-concept, socialization abilities, and stress reduction in the school-age child.

Learning Content:

I. Biology and Genetics

- A. Elevated Blood Pressure
- B. Physical Growth
- C. Genetics

II. Gordon's Functional Health Patterns

- A. Health Perception-Health Management Pattern
- B. Nutritional-Metabolic Pattern
- C. Elimination Pattern
- D. Activity-Exercise Pattern
- E. Sleep-Rest Pattern
- F. Cognitive-Perceptual Pattern
- G. Self-Perception-Self-Concept Pattern
- H. Roles-Relationships Pattern
- I. Sexuality-Reproductive Pattern
- J. Coping-Stress Tolerance Pattern
- K. Values-Beliefs Pattern

III. Environmental Process

- A. Physical Agents
- B. Accidents
- C. Biologic Agents
- D. Chemical Agents
- E. Cancer

IV. Determinants of Health

- A. Social Factors and Environment
- B. Levels of Policy Making and Health
- C. Health Services/Delivery System

V. Nursing Application

VI. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 20

Discussion Board

Unit 21: Adolescent

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Summarize the physical growth, developmental, and maturational changes that occur during adolescence.

2. Discuss the recommended schedule of health-promotion and preventive health visits for adolescents and the appropriate topics for inclusion during each visit.
3. Analyze factors that contribute to risk-taking behaviors and situations during adolescence.
4. Develop a health teaching plan addressing some of the physical, emotional, social, and spiritual challenges facing adolescent.

Learning Content:

I. Biology and Genetics

A. Sex and Puberty

II. Gordon's Functional Health Patterns

A. Health Perception-Health Management Pattern

B. Nutritional-Metabolic Pattern

C. Elimination Pattern

D. Activity-Exercise Pattern

E. Sleep-Rest Pattern

F. Cognitive-Perceptual Pattern

G. Self-Perception-Self-Concept Pattern

H. Roles-Relationships Pattern

I. Sexuality-Reproductive Pattern

J. Coping-Stress Tolerance Pattern

K. Values-Beliefs Pattern

III. Environmental Process

A. Physical Agents

B. Biologic Agents

C. Chemical Agents

IV. Determinants of Health

A. Social Factors and Environment

B. Levels of Policy Making and Health

C. Health Services/Delivery System

V. Nursing Application

VI. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 21

Discussion Board

Unit 22: Young Adult

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Summarize the physical growth, developmental, and maturational changes that occur during adolescence.
2. Discuss the recommended schedule of health-promotion and preventive health visits for adolescents and the appropriate topics for inclusion during each visit.
3. Analyze factors that contribute to risk-taking behaviors and situations during adolescence.
4. Develop a health teaching plan addressing some of the physical, emotional, social, and spiritual challenges facing adolescent.

Learning Content:

I. Biology and Genetics

II. Gordon's Functional Health Patterns

A. Health Perception-Health Management Pattern

B. Nutritional-Metabolic Pattern

- C. Elimination Pattern
 - D. Activity-Exercise Pattern
 - E. Sleep-Rest Pattern
 - F. Cognitive-Perceptual Pattern
 - G. Self-Perception-Self-Concept Pattern
 - H. Roles-Relationships Pattern
 - I. Sexuality-Reproductive Pattern
 - J. Coping-Stress Tolerance Pattern
 - K. Values-Beliefs Pattern
- III. Environmental Process
- A. Physical Agents
 - B. Biologic Agents
 - C. Chemical Agents
- IV. Determinants of Health
- A. Social Factors and Environment
 - B. Levels of Policy Making and Health
 - C. Health Services/Delivery System
- V. Nursing Application
- VI. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 22

Discussion Board

Unit 23: Middle-Aged Adult

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Name three psychosocial and spiritual changes that frequently occur during middle age.
2. Explain the normal biological changes that occur as a result of the aging process.
3. Identify the major causes of death in the middle-aged adult.
4. Describe frequently occurring health patterns of middle-aged adults.
5. Discuss the unique health problems related to the occupations of the adult between age 35 years and age 65 years.
6. Analyze the influence of psychosocial stressors on the middle-aged adult and the ways the individual's culture and occupation can affect these stressors.

Learning Content:

- I. Biology and Genetics
- A. Life Expectancy and Mortality Rates
 - B. Sex and Marital Status
 - C. Race, Sex and Ethnicity
 - D. Access to Healthcare
 - E. Genetics
- II. Gordon's Functional Health Patterns
- A. Health Perception-Health Management Pattern
 - B. Nutritional-Metabolic Pattern
 - C. Elimination Pattern
 - D. Activity-Exercise Pattern
 - E. Sleep-Rest Pattern
 - F. Cognitive-Perceptual Pattern
 - G. Self-Perception-Self-Concept Pattern
 - H. Roles-Relationships Pattern
 - I. Sexuality-Reproductive Pattern

- J. Coping-Stress Tolerance Pattern
- K. Values-Beliefs Pattern
- III. Environmental Process
 - A. Physical Agents
 - B. Biologic Agents
 - C. Chemical Agents
- IV. Determinants of Health
 - A. Social Factors and Environment
 - B. Levels of Policy Making and Health
 - C. Health Services/Delivery System
- V. Nursing Application
- VI. Summary

Learning Activities:

Read: Edelman, C. (2022). Chapter 23

Discussion Board

Unit 25: Emerging Global Health Issues-Health Promotion for the 21st Century

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Identify global trends and directions for health promotion and disease prevention including immunization programs.
2. Discuss recent and emerging infectious disease including Ebola virus disease, Zika virus disease, human papilloma virus and cervical cancer, and methicillin-resistant Staphylococcus aureus infection.
3. Describe problems and implications related to HIV/AIDS.
4. Discuss problems and implications related to violence.
5. Discuss problems and implications related to bioterrorism and terrorism.

Learning Content:

I. Malnutrition

- A. Protein-Energy Malnutrition
- B. Severe Acute Malnutrition
- C. Addressing Malnutrition at Global Level

II. Emerging Infections

- A. Ebola Virus Disease
- B. Zika Virus Disease
- C. Human Papilloma Virus Infection
- D. Methicillin-Resistant Staphylococcus Aureus Infection
- E. Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
- F. Nongovernment Organizations

III. Violence

- A. Definition of Violence
- B. Forms and Context of Violence

IV. Terrorism

- A. Bioterrorism

V. Natural Disasters

- A. Effects of natural Disasters on Human Well-Being
- B. Natural Disaster Responses and Preparedness

VI. Implications

VII. Summary

Learning Activities:

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney, Student Accessibility Services Coordinator, at 409-933-8919 or Accessibility Services@com.edu. Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2nd 8-week session is April 30.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

