



NURS 4341-001IN
Health Promotion Across the Lifespan BSN
Spring 2024
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 examines health promotion across the lifespan, including pediatric, adult, and geriatric populations. Emphasis is placed upon health and environmental patterns that promote or interfere with health attainment and risk reduction in the identified populations.

(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. Student 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 incite thoughtful content, probing questions, professional feedback, self-reflection.

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 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 the Healthy People 2030, students will identify strategies that nurses can implement to remove/reduce those barriers for said population as a whole and individually.

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.

Discussions will include major competencies for student learning outcomes. (See Appendix A: Participation Discussion Board Rubric)

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	25%
Case Studies (Two)	20%
Interventions/Application Health Promo Paper	15%
Vulnerable Population/Health Disparities Paper	25%
Participation	15%
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: Attendance

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, please contact Dr. Debra Bauer at dbauer3@com.edu.

Syllabus Revisions

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

Course Outline:

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:

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

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 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

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:

Read: Edelman, C. (2022). Chapter 25

Discussion Board

Week	Unit	Assignment(s)	Due
Week 1	<ul style="list-style-type: none"> • Orientation • Units 1-5 	<ul style="list-style-type: none"> • Begin Reading • View TEAMS Orientation • DB post #1 	<ul style="list-style-type: none"> • View MS TEAMS orientation • DB #1 due 03/20 • 2 peer responses 03/24
Week 2	<ul style="list-style-type: none"> • Units 6-8 	<ul style="list-style-type: none"> • DB post #2 • DB Responses to 2 peers 	<ul style="list-style-type: none"> • DB #2 due 03/27 • 2 peer responses due 03/31
Week 3	<ul style="list-style-type: none"> • Units 9-14 	<ul style="list-style-type: none"> • DB post #3 • Case Study #1 	<ul style="list-style-type: none"> • DB #3 due 04/03 • No replies • Case Study #1 due 04/07
Week 4	<ul style="list-style-type: none"> • Units 15-24 	<ul style="list-style-type: none"> • Interventions and Application for Health Promo Paper • Begin Health Disparities paper 	<ul style="list-style-type: none"> • Interventions paper due 04/14
Week 5	<ul style="list-style-type: none"> • Unit 25 	<ul style="list-style-type: none"> • DB post #4 • DB Responses to 2 peers 	<ul style="list-style-type: none"> • DB #4 due 04/17 • 2 peer responses due 04/21
Week 6	<ul style="list-style-type: none"> • Case Study 	<ul style="list-style-type: none"> • Case Study #2 • DB post #5 	<ul style="list-style-type: none"> • Case Study #2 due 04/28 • DB #5 due 04/24 • No replies
Week 7	<ul style="list-style-type: none"> • Paper 	<ul style="list-style-type: none"> • Health Disparities paper 	<ul style="list-style-type: none"> • Disparities paper due 05/05 by 2359
Week 8	<ul style="list-style-type: none"> • Grades Due 		<ul style="list-style-type: none"> • Self care!

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_2023-2024_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 at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the 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 October 11. The last date to withdraw from the 16-week session is November 28. The last date to withdraw for the 2nd 8-week session is December 7.

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->

