



SAINT LOUIS UNIVERSITY
MADRID

NURS 2510 M01: HEALTH PROMOTION ACROSS THE LIFESPAN
Spring 2018

Class Days and Time: TR, 1430-1545

Classroom: SIH C

Prerequisite(s): Human Anatomy

Human Physiology (pre or co- requisite)

Human Growth & Development

Clinical Concepts in Nursing (or co-requisite)

Health Care Systems and Health Promotion (IPE350; or co-requisite)

Credit(s): 3 semester hours (2.5 theory, 0.5clinical)

Instructor: Heather Sañudo

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Instructor's Campus Phone: 91 554 58 58, ext. 216

Office: PAH-2nd floor

Office Hours: Thursdays 12-2 and Fridays 10-4

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

Course Goals and Student Learning Outcomes: At the end of the course, students will:

- A. Explore determinants of health, including nutrition, physical activity & stress management, in individuals, families & communities across the lifespan.
- B. Assess health beliefs, values, attitudes and practices of individuals, families and communities.
- C. Examine the role of genetics and environmental influences on the health of individuals and families.
- D. Discuss how a nurse's understanding of health may differ from the understanding of individuals, families, and communities.
- E. Explore how cultural beliefs influence the understanding of health.
- F. Examine the impact of health literacy and health numeracy on health promotion and risk reduction.
- G. Compare and contrast models of health promotion and behavior change techniques within each model.
- H. Utilize health promotion models when collaborating with clients, families and other team members in application of health promotion and risk reduction interventions for client-centered care.
- I. Demonstrate the ability to design, implement, and evaluate a health promotion teaching plan for an individual or group.
- J. Demonstrate the use of appropriate communication techniques in interactions with clients, families, professional team members, faculty and peers.

K. Assume responsibility for the professional presentation of oneself

<i>Course Objectives</i>	<i>Student Learning Outcomes</i>	<i>Assessment Method</i>
A	Applies knowledge of determinates of health in individuals, families & communities in clinical decision making	Exams, quizzes, in class discussion, community health teaching project
B	Assess health beliefs, values, attitudes and practices of client, family and community	In class discussion, community health teaching project
C	Shows an understanding of role of genetics & environment in health of client, family & communities	Exams, quizzes, in class discussion, community health teaching project
D	Uses self-reflection to identify differences in own beliefs & understanding of health in relation to client, family & community	Exams, quizzes, in class discussion, community health teaching project
E	Identifies cultural beliefs that may influence clients understanding of health	Exams, quizzes, in class discussion, community health teaching project
F	Understands the impact of health literacy/numeracy on health promotion and risk reduction	Exams, quizzes, in class discussion, community health teaching project
G, H	Compares, contrasts and employs models of health promotion & behavior change when working with clients, families & team members for health promotion & risk reduction interventions.	Exams, quizzes, in class discussion, community health teaching project
I	Designs, implements & evaluates a health promotion teaching plan	Community health teaching project
J	Uses effective communication techniques and skills in all interactions	In class discussion, community health teaching project
K	Presents self in a professional manner reflective of the nursing profession	In class discussion, community health teaching project

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

Required Texts and Materials:

Potter, P.A. & Perry, A.G. (2013). *Fundamentals of Nursing Practice* (8th ed.). St. Louis: Elsevier

Dudek, S.G. (2014). *Nutrition Essentials for Nursing Practice* (7th ed.). Philadelphia, PA: Lippincott Williams & Wilkins

Theory at a Glance: A Guide for Health Promotion, 2nd Edition, 2005. Available at:

<http://sbccimplementationkits.org/demandrmnch/ikitresources/theory-at-a-glance-a-guide-for-health-promotion-practice-second-edition/>

Additional Readings :

Dietary Guidelines for Americans, 2010. Available at:

<http://www.health.gov/dietaryguidelines/dga2010/DietaryGuidelines2010.pdf>

and <http://choosemyplate.gov>

Physical Activity Guidelines for Americans, 2008. Available at:

<http://www.health.gov/paguidelines/pdf/paguide.pdf>

My Family Health Portrait. Available at: <https://familyhistory.hhs.gov>

Recommended Materials:

American Psychological Association. (2010). *American Psychological Association publication manual* (6th ed.). Washington, DC: Author. This is a great website for concise information on APA 6th edition. You can also look

at a sample paper by going to <http://www.vanguard.edu/uploadedfiles/psychology/paper.pdf>

Mosby's pocket dictionary of medicine, nursing, and allied health (6th ed.). (2010). St. Louis: Mosby.

Attendance Policy:

1. Attendance is required for all classes/labs. Students who are unable to attend class or lab must e-mail the course instructors **via SLU email PRIOR** to the starting time of the class/lab in order to have the absence excused. Unexcused absences may cause a drop in a student's grade.
2. Scheduled test dates and times will be strictly adhered to. Students who are unable to take the test at the scheduled time must e-mail course instructors via **SLU email PRIOR** to the starting time of the exam.
3. Make-up exams must be scheduled at the earliest possible opportunity. Students who are ill, and present a valid health care practitioner's statement attesting to that illness, may reschedule the exam without penalty. All other students who need to reschedule a test date will automatically have **5 percentage points** deducted from their test grade. Failure to provide proper prior notification or to keep the scheduled make-up appointment will result in an additional **5- percentage point deduction**. Failure to complete the makeup exam within one week of the originally scheduled exam will result in a score of zero. Faculty reserves the right to substitute an alternate form of the test as a make-up exam.

Course Requirements and Grading Rationale/System:

1. Students who have a question about a test question should email the faculty member that taught the material within 5 days of the test review. The student should give the question and the literature validation for the answer the student believes is correct from the course readings and the lecture notes. No other sources will be considered.
2. Students may use a basic calculator during exams. Programmable calculators, cell phone calculators, or PDA's **are not permitted**. Students using one of these calculators will be required to surrender it and complete the exam without the aid of a calculator. Sharing calculators among students during exams is not permitted.
3. Written assignments are due as specified. Five percentage (5%) points per day will be deducted for late papers. A student who will not be handing in an assignment on the due date is expected to notify the appropriate faculty member. Assignments will NOT be accepted past 2 days late and will be given a 0.
4. SLU email is used for communication between faculty and students throughout this course. Students are responsible for any information communicated electronically through SLU email and in Blackboard; they should plan on checking email and Blackboard regularly.
5. Student evaluations of course and instructors are crucial elements in the ongoing improvement of educational programs at the School of Nursing. All students are expected to complete evaluations which will be available on the SLU Global course web page during the last 2 weeks of the course. Responses on evaluations are anonymous.

6. Removal of an exam from a class or review session will result in a grade of zero (0) being recorded for that exam.
7. Pop quizzes and other graded learning activities and pre-tests cannot be made up for any reason. If a student starts a pop quiz or other grading activity late, a time extension for completion of the quiz will not be allowed.

Evaluation:

Exam 1 (MIDTERM)	20%	February 13th
Exam 2	20%	March 15th
Final exam	25%	May 8 th
Health Promotion Project	10%	
Visit Assignments 1,2,3	15%	
Attendance/participation	10%	
TOTAL:	100%	

Progression:

Students must successfully complete all clinical assignments before the final “Health Promotion Assignment” will be graded. Students must receive a grade of “C” or better in this course to advance in the nursing sequence. 10% of the grade is earned from class attendance and participation. The percentage of attendance points earned will be added to the student’s grade **ONLY** if a 77% test average is attained.

Grading Scale :

A	93-100
A-	91-92
B+	89-90
B	85-88
B-	83-84
C+	80-82
C	77-79
C-	75-76
D	70-74
F	69 and below

E-mail: Campus and course announcements will often be handled by e-mail. Students should check their “@slu.edu” e-mail regularly.

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

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office [website](#) at:. Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

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

University Title IX Statement: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

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

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

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

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

(IF APPLICABLE): Mandatory Trips/Activities: Students enrolled in this class must participate and make payment for all mandatory trips/activities. The prices posted on the web are approximate; and the final price will be based on the number of students enrolled on the last day of the Add/Drop period. All students, including those who withdraw from the class after this date, are required to pay these fees, which are non-refundable, unless the trip is cancelled due to low enrollment. Please review SLU-Madrid's trip policies, available on-line.

Spring 2018 Course Schedule:

Thursday, January 11th	Definitions and determinates of health
Tuesday, January 16th	Health Promotions Models: Health Beliefs & Transtheoretical Model
Thursday, January 18 th	Health Promotion Models: Theories of Reasoned Action & Planned Behavior
Tuesday, January 23 rd	Health Education and Teaching (part 1)
Thursday, January 25 th	Health Education and Teaching (part 2)
Tuesday, January 30th	Clinical Conference I
Thursday, February 1 st	Cultural Beliefs and Values
Tuesday, February 6 th	Vulnerable Populations
Thursday, February 8 th	Family Dynamics and Social Support for Health
Tuesday, February 13 th	EXAM 1
Thursday, February 15 th	Basics of Nutrition for Nurses (part 1)
Tuesday, February 20 th	Basics of Nutrition for Nurses (part 2)
Thursday, February 22 nd	NO CLASS WINTER BREAK
Tuesday, February 27th	Clinical Conference II
Thursday, March 1 st	Basics of Nutrition for Nurses (part 3)
Tuesday, March 6 th	Essentials of Nutrition for Families/Communities
Thursday, March 8 th	Nutrition Across the Lifespan
Tuesday, March 13 th	Essentials of Nutrition for Nurses
Thursday, March 15 th	EXAM 2
Tuesday, March 20 th	Stress Management and Healthy Behaviors
Thursday, March 22 nd	The Nurse and Care of Self
Tuesday, March 27th	SEMANA SANTA BREAK
Thursday, March 29 th	SEMANA SANT BREAK
Tuesday, April 3 rd	Genetics and Genomic Care
Thursday, April 5th	Activity and Sleep
Tuesday, April 10 th	Health Promotion and the Environment
Thursday, April 12 th	Ethics of Health Promotion with Social Marketing
Tuesday, April 17 th	Clinical Presentations

Thursday, April 19 th	Clinical Presentations
Tuesday, April 24 th	Clinical Presentations
Thursday, April 26 th	Clinical Presentations
Tuesday, May 1 ST	NO CLASS DIA DE TRABAJADOR
Thursday, May 3 rd	NO CLASS STUDY DAY
Tuesday, May 8 th	Final Exam 12-1500 SIH C

	4 May (Fr)	7 May (Mn)	8 May (Tu)	9 May (Wd)	10 May (Th)
08:30-11:30	Mn classes that meet at 9:00 & 9:30	Mn classes that meet at 10:00	Mn classes that meet at 11:00 & 11:30	Tu classes that meet at 9:30	Tu classes that meet at 8:00
12:00-15:00	Tu classes that meet at 11:00	Mn classes that meet at 13:00	Tu classes that meet at 14:30	Mn classes that meet at 12:00 & 12:30	Tu classes that meet at 12:30
15:30-18:30	Mn classes that meet at 14:30	Tu classes that meet at 17:00 & 17:30	Mn classes that meet at 16:00	Tu classes that meet at 16:00	Mn classes that meet at 17:30
19:00-22:00	---	---	Mn classes that meet at 18:30 & 19:00	Tu classes that meet at 19:00	---