Credit Hours: 3 credit hours
Room: eCampus
Schedule: Online

Course Instructor:
Office Phone: 541-322-xxxx
E-Mail: xxxxx.xxxxx@osucascades.edu
Office Hours:

COURSE DESCRIPTION:
Builds on prior learning and focuses on preventative health care and health promotion for individuals, families, and communities. Consideration is given to the influence of culture and lifespan development. Using biophysical, environmental, spiritual, sociocultural and economic determinants of health, the focus is on the role of nurses in improving health outcomes with individuals, families, and communities.

Prerequisites: Successful completion of NUR 413
Co-requisites: None

LEARNING RESOURCES:
2. Internet access to our Canvas site at: https://oregonstate.instructure.com
3. Online library access and other online resources to access supplemental readings

STUDENT LEARNING OUTCOMES:
Upon completion of this class, students in NUR 422 will be able to:
1. Define health and health promotion.
2. Identify the professional nurse’s role in implementing and evaluating health promotion strategies across settings.
3. Advocate for public policy related to health promotion.
4. Critique the use of social media and apps to promote health.
5. Reflect on integration of health promotion within the context of current and future practice.
6. Promote wellbeing for individuals, families, and communities.

PROGRAM COMPETENCIES IN NURSING:
Upon satisfactory completion of the degree in Nursing, the students will have met the program competencies found at http://health.oregonstate.edu/degrees/competencies

COURSE CONTENT: Topics covered will include:
1. Lifespan health promotion
2. Health promotion definitions and models
3. Health promotion for individuals, families, and communities
4. Advocacy strategies
5. Ethical and political issues
EVALUATION OF STUDENT PERFORMANCE:

- Visual Reference of Community Health Dimensions Across the Lifespan 20 pts
- Action Plan for a Community Concern 30 pts
- Team Presentation of Social Media or App Use in Health Promotion 20 pts
- Participation in Discussion (3 pts per week) 30 pts
- Total 100 pts

Grading Standard: 100 points possible
  A  93-100%
  A- 90-92%
  B+ 87-89%
  B  83-86%
  B- 80-82%
  C+ 77-79%
  C  73-76%
  C- 70-72%
  D+ 67-69%
  D  63-66%
  D- 60-62%
  F  0-59%

Description of Evaluation Items

Visual Reference of Community Health Dimensions Across the Lifespan. Due Week 4.
Using national and global reference sources, create tables that identify dimensions of health from before birth to after death.

Action Plan for a Community Concern. Due Week 8.
Identify a health concern in your community. Complete an assessment of the concern and develop a 5-7 page action plan to address it, including advocating for public policy at the local level.

Team Presentation of Social Media or App Use in Health Promotion. Due Week 9.
In groups of 2-3 students, search the literature for opportunities, challenges and examples of using social media and/or apps to promote health. Create an 8-10 slide PowerPoint presentation describing your findings, with at least one example of a social media or app type. The presentation will be shared with class colleagues.

Participation in Discussion – Ongoing every week
Discussion question response: Post a 150 – 200-word substantive response to the discussion question(s) posed by the due date. A substantive response needs to include the rationale for your answer as well as how it can be applied to practice. The substantive response needs to be supported by the readings for the week and/or your practice experience. Include examples if relevant.

Participation: Post substantive responses to at least two classmates discussion question responses. Substantive responses need to demonstrate critical analysis of the classmate’s posting and a thoughtful response supported by the readings for the week and/or your practice. Comments such as “good idea” or “I agree” do not constitute a substantive response.

DIVERSITY STATEMENT
The College of Public Health and Human Sciences strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses
differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

**EXPECTATIONS FOR STUDENT CONDUCT**
The Student Conduct Code establishes community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of Oregon State University. This code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive. For the full Student Conduct Code see [http://oregonstate.edu/studentconduct/](http://oregonstate.edu/studentconduct/)

Academic or Scholarly Dishonesty is prohibited and considered a serious violation of the Student Conduct Code. It is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another. For specifics related to offenses proscribed by the University see: [http://oregonstate.edu/studentconduct/offenses-0](http://oregonstate.edu/studentconduct/offenses-0).

**RELIGIOUS HOLIDAY STATEMENT**
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

**STUDENTS WITH DOCUMENTED DISABILITIES**
"Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations."

**OSU-CASCADES ETHOS STATEMENT**
The guiding vision of OSU-Cascades is to contribute significantly to intellectual, cultural, ecological, social and economic vitality. To achieve that goal, the OSU-Cascades community will strive to model principles and practices of a thriving, equitable and sustainable society. A culture of learning and exploration provides significant rewards to its members; those rewards are best achieved when all community members (faculty, staff, administrators, students and Board of Advisors) strive to honor the following principles:

1. Respect the dignity and uniqueness of individuals. This principle applies to a diversity of cultures, belief systems, academic ranks and academic/ professional disciplines.
2. Aspire to excellence and integrity in every endeavor.
3. Consider current and future generations in every deliberation.
4. Demonstrate leadership in service to community.
Course Schedule

Week 1: Health Promotion Across the Lifespan Overview

Textbook Readings:
- Chapter 1 Concepts of health
- Chapter 2 Influences on health

Supplemental Resources:
2. Global Health | Jerry Spiegel | Engaging Diaspora – Simon Fraser University at https://www.youtube.com/watch?v=Til_o8hk8MQ

Assignment:
- Identify a date and block of time (average 2 hours) during Week 9 for a synchronous virtual class meeting for Team Presentations. Later in the course, the professor will organize the agenda for the class session and each team will present for 10 minutes with 5 minutes of Q & A from all class participants.
- Visual Reference of Community Health Dimensions Across the Lifespan. Due Week 4. Using national and global reference sources, create tables that identify dimensions of health from before birth to after death.
- Referring to your textbook (Figure 1.1 Dimensions of Health, p. 3) and national/global websites for information (e.g., World Health Organization at http://www.who.int/en/; Healthy People 2020 at https://www.healthypeople.gov/; the Office of Disease Prevention & Health Promotion at https://health.gov/; the Centers for Disease Control & Prevention at https://www.cdc.gov/), create a visual reference of dimensions of health across the lifespan. A sample table is displayed at the end of the syllabus. For the first and last lifespan phase, think about the dimensions of health needed by the ones in relationship to the person who will be born or who has died.
- Include your definition of Health Promotion at the top of the page.
- Compile a list of references used in APA format at the bottom of the page. Use the number of the reference to cite the source(s) for information in your visual reference.

Discussion Questions:
- What does well-being look like for professional healthcare workers?
- Think of a workplace with which you are familiar. What areas would you prioritize to promote health, and why? Whom would you involve? How?

Week 2: Defining and Modeling Health Promotion

Textbook Readings:
- Chapter 4 Defining health promotion
- Chapter 5 Models and approaches to health promotion

Supplemental Resources:
1. Search the World Health Organization (WHO) website for its mission and goals related to health promotion at [www.who.int/en](http://www.who.int/en)

**Discussion Questions:**

☑ Choose a Healthy People 2020 goal ([www.healthypeople.gov](http://www.healthypeople.gov)) that is important in your community and describe specific actions for the 5 health promotion action areas outlined in the Ottawa charter (Chapter 4, p. 62).

**Week 3: Health Promotion in the Community**

**Textbook Readings:**
- Chapter 10 Strengthening community action
- Chapter 18 Assessing health needs

**Supplemental Resources:**

**Assignment:** Action Plan for a Community Concern. Due Week 8.

Identify a health concern in your community. Complete an assessment of the concern and develop a 5-7 page action plan to address it, including advocating for public policy at the local level.

- Identify a community health concern.
- Referring to Chapter 10 Working with a Community-Centered Approach and Chapter 18 Health Needs Assessment, determine what information you will need to assess the health concern and how you will acquire it.
- Conduct a thorough assessment of the community concern.
- Summarize the process of assessment and findings.
- Recommend strategies to address the community concern.
- Identify opportunities to advocate for public policy related to the community concern.

**Discussion Questions:**

☑ Based on your experience, what is the professional nurse’s role in strengthening community health?
As an individual nurse, how can you have an impact on health promotion in your community? Provide rationale to support your response.

Week 4: Implementing & Evaluating Health promotion

Textbook Readings:
- Chapter 19 Planning health promotion interventions
- Chapter 20 Evaluating health promotion interventions

Supplemental Resources:
1. Review the Centers for Disease Control & Prevention website for health promotion data and strategies related to:
   a. Chronic Disease Prevention and Health Promotion at [http://www.cdc.gov/chronicdisease/overview/index.htm](http://www.cdc.gov/chronicdisease/overview/index.htm)

Discussion Questions:
- Based on your experience, what interprofessional strategies for health promotion have you seen?
- How can interprofessional teams develop action plans to promote health for any given population? Provide rationale to support your response.

Week 5: Strategies for Health Promotion

Textbook Readings:
- Chapter 8 Reorienting health services
- Chapter 9 Developing personal skills

Supplemental Resources:
1. What if our healthcare system kept us healthy? | Rebecca Onie | TED Talks 2012 at [https://www.youtube.com/watch?v=BoRUrWcdkQ4](https://www.youtube.com/watch?v=BoRUrWcdkQ4)
2. Applying the Health Belief Model | Holly Ross at [https://www.youtube.com/watch?v=ekNimvMbEaA](https://www.youtube.com/watch?v=ekNimvMbEaA)
3. Theory of Planned Behavior | Queensland University Technology 2015 at [https://www.youtube.com/watch?v=nZsxuD3gExE](https://www.youtube.com/watch?v=nZsxuD3gExE)

Discussion Questions:
- Based on your readings and experiences, what strategies are or might be effective to empower clients to make health decisions?
How might these strategies also encourage clients to be accountable for their own health? Provide rationale for your response.

**Week 6: Advocating for Health Promotion**

**Textbook Readings:**
- Chapter 11 Developing healthy public policy
- Chapter 12 Using media in health promotion

**Supplemental Resources:**
3. Texting that saves lives | Nancy Lublin | TED Talks 2012 at [https://www.youtube.com/watch?annotation_id=annotation_741861&feature=iv&src_vid=BoR UrWcdkQ4&v=LiUCiSltcy0](https://www.youtube.com/watch?annotation_id=annotation_741861&feature=iv&src_vid=BoR UrWcdkQ4&v=LiUCiSltcy0)

**Assignment:** Team Presentation of Social Media or App Use in Health Promotion. Due Week 9.
In groups of 2-3 students, search the literature for opportunities, challenges and examples of using social media and/or apps to promote health. Create an 8-10 slide PowerPoint presentation describing your findings, with at least one example of a social media or app type. The presentation will be shared with class colleagues.

- Collaboratively decide on a type of social media use or app to explore. Propose your team members and the topic to your professor in Week 6. Faculty approval is required to proceed.
- Research the opportunities, challenges, and examples of this social media type or app use in health promotion.
- Create an 8-10 slide PowerPoint presentation with speaker notes to inform your class colleagues about the topic, including at least one specific example of its use. Analyze evaluation data related to its use. Provide a reference list for your presentation (APA format) for the last slide.

**Discussion Questions:**
- Dr. Catrambone, President of Sigma Theta Tau International Honor Society of Nursing, describes four areas where nurses need to exercise influence: advocacy, policy, philanthropy, and lifelong learning. Choose two of these areas and describe how you exercise your influence.

**Week 7: Health Promotion for Children, Families, and Neighbors**

**Textbook Readings:**
- Chapter 13 Health promoting schools
- Chapter 15 Health promoting neighborhoods

**Supplemental Resources:**
2. Check to see if there are walking routes mapped out in your community at http://www.mapmywalk.com/us/

Discussion Questions:
   ✓ Complete the questionnaire provided in Chapter 13, Figure 13-1 (p. 222) The Aims of Health Promotion in Schools. Provide rationale to support your answers.

Week 8: Health Promotion for Adults

Textbook Readings:
- Chapter 14 Health promoting workplaces
- Chapter 16 Health promoting health services
- Chapter 17 Health promoting prisons

Supplemental Resources:
1. Read about the National Healthy Worksite Program from the Centers for Disease Control & Prevention at http://www.cdc.gov/workplacehealthpromotion/pdf/nhwp-program-overview.pdf
2. MAP-IT in Action – In the Workplace: Employees Organize To Improve Workplace Wellness | Healthy People 2020 | https://www.healthypeople.gov/2020/implement/workplaceWellness?_ga=1.80621335.1828370353.1479592249
3. Explore the Making Every Contact Count website at www.makingeverycontactcount.com. If you are interested in seeing one of the training videos, watch an Open Access session here: http://www.e-lfh.org.uk/programmes/wm-making-every-contact-count/open-access-sessions/

Discussion Questions:
   ✓ What are health promoting activities that a hospital or health system in your community offers?
   ✓ What benefits to the community are being realized? Provide references to support your statements.

Week 9: Team Presentation of Social Media or App Use in Health Promotion

Textbook Readings: None

Supplemental Resources:
1. Review colleagues’ PowerPoint presentations regarding social media type or an app used for health promotion.

Discussion Questions:
   ✓ Which social media types or apps were of the most interest to you? Why?
   ✓ How could you educate a patient or family in its use?
Week 10: Ethical and Political Issues Related to Health Promotion

Textbook Readings:
- Chapter 6 Ethical issues in health promotion
- Chapter 7 Politics of health promotion

Supplemental Resources:
1. What healthcare will look like in 2020 | Stephen Klasko | TEDxPhiladelphia 2014 at https://www.youtube.com/watch?v=esugL07XANg

Discussion Questions:
- The insurance mandate included with the Affordable Care Act was intended to provide access to affordable health care. Based on your reading and experience, what are your thoughts about the ethics and politics of mandating that everyone have health insurance coverage? Provide rationale to support your response.
Sample Table for Visual Reference Assignment

Health Promotion Across the Lifespan at the Community Level

[Your definition of health promotion]

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<tr>
<th>Dimensions of Health</th>
<th>Before Birth</th>
<th>Birth – 1 Year</th>
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<th>School-age Child</th>
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<th>Middle age Adults</th>
<th>Older Adults</th>
<th>Approaching Death</th>
<th>After Death</th>
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