

Course Sample Syllabus

NUR 39400 Health Promotion and Education

Texts and Materials:

The list of required and recommended [textbooks](#) can be found online on the RN to BSN web page.

Additional required readings will be assigned throughout the modules via Purdue University Northwest library's electronic database or hyperlinks to internet resources directly from the course.

Student Learning Outcomes:

1. Examine theoretical frameworks and scientific evidence for teaching-learning and health promotion
2. Examine the role of the nurse as health educator within a culturally diverse and dynamic environment
3. Design a health-teaching project based on a Healthy People 2020 goal to meet learning needs of a selected community group
4. Conduct a self-evaluation of performance in the role of health educator
5. Integrate evidence-based teaching/learning strategies in the design of a health promotion project to a selected community group
6. Apply principles of health literacy when designing printed and oral health information for a selected community group
7. Identify community resources that support selected health promotion behaviors

Teaching/Learning Methodologies:

- Online Readings
- Guided Learning
- Individual Assignments
- Group Work: Via the Discussion Board
- Writing Assignments

Academic Integrity:

[Academic Integrity](#)

[Honor Code](#)

Please note that all references to credit sources, online or otherwise, must be in the format recommended by the American Psychological Association (6th Edition). The copying and pasting of any published or unpublished text, including information from websites and other online sources, without proper authorship credit (e.g., quotation marks, in-text citation, and full reference) is a form of plagiarism. Please refer to the [Purdue University Northwest Student Handbook](#) and the [Online RN to BSN Student Handbook](#) for further details.

Withdrawal Policy:

If you choose to withdraw from the course for any reason, please review the [Online RN to BSN Student Handbook](#) for details. It is your responsibility to execute these procedures correctly and within the deadlines. The deadline to drop a course without receipt of a grade for the course is the Wednesday of the fourth week of the class at 4 p.m. Central Standard Time. An email request to drop the course must be sent BEFORE this deadline.

Grading Scale:

Successful completion of the course requires you to complete mandatory assignments and participate in course activities. You must earn a grade of at least “C” in all nursing courses to receive credit toward the BSN degree. A grade of less than C will require you to repeat the nursing course. A minimum of 78% must be obtained to pass the course. Any grade on a nursing course that is less than 78% is considered failing.

College of Nursing Grading Scale

Number Grade	Letter Grade	Quality Point
93 – 100	A	4.0
85 – 92	B	3.0
78 – 84	C	2.0
70 – 77	D	1.0
69 or lower	F	0.0

Writing Guidelines:

It is expected that all students write using APA format. If you are not familiar with APA format, then you are responsible for learning it. The APA Publication Manual (6th Edition) is the guide used in the College of Nursing. **We recommend** purchasing a copy of the Publication Manual. The [Purdue Online Writing Lab \(OWL\)](#) has more information about writing services, including one-to-one consultations, English as a Second Language conversation groups and workshops, and APA information/formatting help.

Course Policies:

1. It is expected that all students will have successfully completed the ZNURS 10100 Orientation.
2. All policies stated in the [PNW Student Handbook](#) and the [Online RN to BSN Student Handbook](#) will be adhered to.
3. You are responsible for all material presented—PowerPoint presentations, faculty- or student-led discussions, virtual assignments, and postings on Blackboard. Students are expected to check Blackboard for course mail or announcements, assignments, and grade postings on a daily basis.
4. All communication to faculty should be done in writing using the faculty email in the syllabus. When sending a message to the faculty or coach, you **MUST** include the section number in the subject line of the message. This includes original messages, replies and forwards from you.
5. It is your responsibility to seek help from the coach and/or faculty if needed.
6. Authorship credit: Be sure to credit sources that you use as references in your online discussion and/or assignments. Textbooks, online journals, and online information must be referenced in the APA format (see recommended textbook). Any copying and pasting of any published or unpublished text, including information from online sources, without adequate authorship credit (e.g., quotation marks, in-text citation, and full reference) is a form of plagiarism and will not be tolerated.
7. Participation: All participation will be electronically monitored, and daily participation online is mandatory. Active participation in class discussions is integral to optimal learning and success in the course. Missing one week of discussion or more during the semester will result in being administratively dropped from the course and/or course failure. Posting after due dates constitutes class and discussion absence.
8. Due date adherence: All on-line discussions and/or assignments are due by the deadline specified in the syllabus. Late online discussions and/or assignments will **NOT** be accepted without instructor approval, and will be assigned a zero grade. It is your responsibility to confirm that any required assignment has been submitted successfully prior to the assignment deadline.

9. Extensions: A written request for an extension must be submitted to the coach PRIOR to the original due date. Submitting an extension request for an assignment or online discussion does not guarantee approval for a late submission. Extension requests will be handled on an individual basis with the course faculty. We realize that some extenuating events (death, hospitalization and illness/injury) occur, and it may not be possible to obtain PRIOR approval for an extension; however, we expect that students will email their coaches and/or faculty as soon as they are able.

Course Assignments:

Participation in Online Discussions: Discussions among and between classmates are a major component of this course. Your response to online discussion should consist of complete sentences and meet the requirements listed in the discussion assignment instructions. Additionally, you are required to post thoughtful and scholarly (using APA format for in-text citations/references) responses to other student postings each week. At several points in this course, you will be asked to respond to or reflect upon a provocation from the faculty.

Health Literacy Certification: This certification is offered free of charge by The Centers for Disease Control and Prevention (CDC). Completing this certification takes about one hour and will give you a good understanding of health literacy and appropriate interventions. You must select the option to register for continuing education credit in order to get the certificate of completion and credit for this assignment. Instructions are in Module 1 under the Assignment: Health Literacy Certification. Please submit the certificate of completion with your name, date, title of educational activity, and CDC seal as a PDF document.

Health Promotion Program: Over four weeks of this course, you will develop a health promotion program to include.

- Part A: Objectives and Target Population (10 pts.)
- Part B: Needs Assessment (10 pts.)
- Part C: Teaching Plan (10 pts.)
- Part D: PowerPoint Presentation (25 pts.)
- Part E: Instructional Material: Fact Sheet with FRY Readability Analysis (10 pts.)
- Part F: Learner Evaluation (10 pts.)

In week 5, you will teach 2-3 clients (can be alone or in small group) for **5-7 minutes** using the materials that you create (e.g., PowerPoint presentation, Fact Sheet, and Learner Evaluation).

Self-Evaluation of Health Promotion Program: Submit a summary of your experience in preparing and delivering the presentation. Include information from your Learner Evaluation Tool.

Course Organization:

There are five modules in this course. Each module represents one week of activity.

- Introduction to Client Education and Health Promotion
- Assessment for Health Education
- Planning and Implementing Health Education
- Developing and Using Instructional Materials
- Evaluating Client Education