Appendix A4.11

School of Nursing
A. The School of Nursing Advisory Board is charged with the responsibility of making recommendations to the School of Nursing on processes and decision-making regarding (a) the undergraduate and graduate curricula, (b) evaluation findings, (c) the practice of nursing now and in the future (d), advancements in the work place for which our graduates should be prepared (e) the enhancement of faculty and programs in the School of Nursing, (f) the positioning of the School to take advantage of future professional and research opportunities (g) fundraising and grant opportunities, (h) exposure of students to positive role models, (i) expanding postgraduate opportunities for students and (j) networking opportunities with individuals, institutions, organizations, etc. The Advisory Board meets annually. The members of the Advisory Board are (1) employers of graduates ( hospital and public health department representatives), (2) advanced registered nurse practitioners, (3) registered nurses, (4) nursing consultants, and (5) administrators and faculty from other nursing programs.

One year after graduation, the School of Nursing surveys alumni. The alumni are asked their perception related to preparation for employment and to rate the degree to which the program prepared them for professional practice. To determine employers’ satisfaction with the alumni of the program, an Employer Survey is deployed to supervisors identified by alumni. For the past three years, 97% to 100% of alumni responding to the survey indicated they were well prepared for practice and were very satisfied with the program. 100% of employers responding were also very satisfied with graduates of the FAMU undergraduate program.

The School has also achieved the National League for Nursing accreditation standard that “Graduates demonstrate achievement of competencies appropriate to role preparation”.

B. The baccalaureate and masters nursing curricular are consistent with contemporary philosophy of the profession and current trends in health care. The latest American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (2008) was incorporated into a revised undergraduate curriculum, implemented in Fall of 2009. The graduate curriculum is currently undergoing revision based on the latest AACN Masters Essentials. As a component of the
School’s systematic evaluation plan, the curriculum is reviewed routinely every three years and revised as needed to reflect contemporary health care environments.

The School also demonstrated that it had also achieved the National League for Nursing accreditation standard, “Graduates demonstrate achievement of competencies appropriate to role preparation”, during reaccreditation visits. Based on alumni feedback, 95% of graduates are successfully employed at end of one year.

C. The School of Nursing’s Academic Learning Compact has critical thinking and communication goals for each graduate. The goal “Graduating seniors will demonstrate the ability to use critical thinking skills to make sound judgments and nursing decisions” is measured by a standardized critical thinking exam and Exit survey. The goal “Graduating seniors will demonstrate the ability to communicate effectively, verbally, nonverbally and/or in writing with clients, family, community, health team members, and other individuals” is measured by a standardized scale and Exit survey (see results in attached table).

Critical thinking and communication are also reflected in the School’s curriculum objectives. The terminal objectives “(1) Utilize knowledge and skills derived from the humanities, the natural and behavioral sciences and nursing as a basis for making sound judgments and decisions” and (2) “Communicate and collaborate with client systems (individuals, families, groups, communities, and populations) and the health care team to improve health outcomes” reflect these concepts.

Graduates of the undergraduate and graduate programs must also sit for examinations (licensure or certification) which require complex thought processing, i.e. critical thinking. In nursing, communication is integral to successful practice.

E. Faculty are required to integrate communication and critical thinking in all nursing courses. The goals “Graduating seniors will demonstrate the ability to use critical thinking skills to make sound judgments and nursing decisions” and “Graduating seniors will demonstrate the ability to communicate effectively, verbally, nonverbally and/or in writing with clients, family, community, health team members, and other individuals” are terminal objectives for the undergraduate program. In order for students to demonstrate these objectives, the concepts “communication/collaboration” and “decision-making (critical thinking)” are introduced, reiterated and expanded as the curriculum unfolds. Therefore, in each nursing course, students are provided instruction on the concepts as well as evaluated regarding the acquisition of these concepts. Each semester, students are required to write a scholarly paper. In addition, students participating in clinical practicum experiences must demonstrate critical thinking. Also, students are required to utilize critical thinking to successfully pass course examinations. The School’s faculty curriculum committee, Associate Dean and Dean maintain oversight over curriculum matters.
F. The National League for Nursing Accrediting Commission requires that “Job placement rates are addressed through quantified measures that reflect program demographics and history”. Graduates of the FAMU nursing program traditionally seek full time employment as staff nurses in the acute care settings after successfully passing the NCLEX-RN examination. In addition to the alumni survey, strategies to track alumni to determine job placement include direct contact, self reports, reports by faculty and alumni. For the past five years, 95% of graduates responding to the Alumni Survey or direct contacts indicated they were working and employed as staff nurses one year after graduation.

One year after graduation, the School of Nursing surveys alumni. The alumni are asked their perception related to preparation for employment and to rate the degree to which the program prepared them for professional practice. To determine employers’ satisfaction with the alumni of the program, an Employer Survey is deployed to supervisors identified by alumni. For the past three years, 97% to 100% of alumni responding to the survey indicated they were well prepared for practice and were very satisfied with the program. 100% of employers responding were also very satisfied with graduates of the FAMU undergraduate program.

The Undergraduate Alumni Survey measures the level of satisfaction with program (student learning) objectives, critical thinking skills, communication skills, therapeutic nursing interventions, curriculum, resources, faculty expertise, published information, and overall level of program satisfaction. Additional comments are encouraged to garner qualitative data from alumni. The undergraduate Employer Survey measures the perception of employers on how well the program prepared the graduate to achieve the program objectives, critical thinking skills, communication skills, therapeutic nursing interventions, performance in initial position compared to other nurses, performance in present position compared to other nurses in comparable position and performance in advanced positions.

M. Nursing students are educated regarding job opportunities through convocations and recruitment fairs. During their final semester, each senior undergraduate student engages in targeted employment activities (revising their resume, applying for employment, etc.). Students are assigned a letter grade for successful completion of these course assignments.

Q. Although the admission policies of the School of Nursing are nondiscriminatory, the majority of students who are admitted and graduate are African-American. In each of the past five years, at least 60 African Americans have graduated with a baccalaureate degree in nursing.
FLORIDA A&M UNIVERSITY
SCHOOL OF NURSING

COURSE OUTLINE

Course Number: NUR 3118

Course Title: Concepts of Health Promotion

Credit Hours: Three (3) Semester Hours

Time Allotment: Three (3) hours per week

Placement: First Semester, Junior Year

Prerequisites: All Pre-professional Courses

Corequisites: NUR 3118 L: Practicum: Concepts of Health Promotion; NUR 3065 L: Health Assessment Practicum; NUR 3065 Health Assessment; NUR 3125: Pathophysiology and NUR 3825: Introduction to Professional Nursing

Faculty:

<table>
<thead>
<tr>
<th>Delores Lawson, DSN, RN Instructor</th>
<th>210 Ware Rhaney Building</th>
<th>850-412-7068 (o)</th>
<th>850-575-0916 (h)</th>
<th>850-509-6060 ©</th>
<th><a href="mailto:delores.lawson@famu.edu">delores.lawson@famu.edu</a></th>
<th>Office hours: Th 2 -4 other by appointment</th>
</tr>
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</table>

September 2011
Course Description: Introduction to utilization of the nursing process to facilitate health promotion for individuals of all ages responding to stimuli.

Objectives: Upon completion of this course, the learner will:

1. Adapt knowledge and skills derived from the humanities, the natural and behavioral sciences, and nursing as a basis for making sound judgments and nursing decisions in the promotion of health for individuals of all ages responding to stimuli.

2. Utilize the nursing process to facilitate health promotion for individuals of all ages.

3. Assume the roles of provider/coordinator of care, teacher, change agent and client advocate in the promotion of safe and quality healthcare for individuals of all ages.

4. Communicate and collaborate as a member of the nursing team to promote health and improve outcomes.

5. Provide culturally competent and sensitive care to individuals of all ages in the promotion of health.

6. Demonstrate skills in using patient care technologies, information systems and communication devices that support quality and safe nursing practice for well clients.

7. Discuss systematic reviews published in an evidence-based practice data base that address a nursing practice question.

8. Demonstrate basic knowledge of health care systems.

9. Identify the role of the professional nurse as a leader in promoting safe quality care for well clients.

10. Demonstrate professional values and accept responsibility and accountability for nursing practice in the promotion of health as well as for professional growth.
Academic Learning Compact

The faculty of the School of Nursing has identified eight outcomes that are desired for each student to achieve who graduates from the baccalaureate program. Students enrolled in NUR 3118 – Concepts of Health Promotion should become familiar with the outcomes and methods of assessment that will be used to assess and evaluate their success.

1. Critical Thinking Skills
   **Course** - Students enrolled in NUR 3118 will demonstrate the ability to use critical thinking skills to make sound judgments and nursing decisions to facilitate health promotion.
   **Program** - Graduating seniors will demonstrate the ability to use critical thinking skills to make sound judgments and nursing decisions.

   **Direct Measures**
   **Course** – Ninety percent of students enrolled in NUR 3118 – Concepts of Health Promotion will earn an average score of 70% or better on course work and assigned learning activities.
   **Program** - One hundred percent of graduating seniors will achieve a total raw score of 70 or above on the ATI Exit Critical Thinking Assessment.

   **Indirect Measures**
   **Course** – Eighty percent of students enrolled in NUR 3118; NUR 3118L; NUR 3825; NUR 3125; NUR 3065; and 3065L will confirm in writing satisfaction with their ability to use critical thinking skills on the SON Student Satisfaction Survey.
   **Program** - Ninety percent of graduating seniors will rate satisfaction with attainment of critical thinking skills as strongly agree or agree on the SON Exit (End of Program) Survey.

2. Communication/Interpersonal Skills
   **Course** - Students enrolled in NUR 3118 will demonstrate the ability to communicate effectively verbally, nonverbally and/or in writing to facilitate health promotion.
   **Program** - Graduating seniors will demonstrate the ability to communicate effectively, verbally, nonverbally and /or in writing with clients, families, groups, communities, populations, health team members, and other individuals.

   **Direct Measures**
   **Course** – Ninety percent of students enrolled in NUR 3118 – Concepts of Health Promotion will earn an average score of 70% or better on course work and assigned learning activities.
   **Program** - One hundred percent of graduating seniors will achieve a score of 3.0 on a 4.0 scale of the Six-Dimension Scale of Nursing Performance (6D Scale).

   **Indirect Measures**
   **Course** – Eighty percent of students enrolled in NUR 3118; NUR 3118L; NUR 3825; NUR 3125; NUR 3065; and 3065L will confirm in writing satisfaction with their ability to use communication and interpersonal skills on the SON Student Satisfaction Survey.
   **Program** – Ninety percent of graduating seniors will rate satisfaction with attainment of Interpersonal and Communication Skills as strongly agree or agree on the SON Exit (End of Program) Survey.
   **Program** – Ninety percent of graduating seniors will confirm satisfaction in writing with their ability to use communication and interpersonal skills on the SON Exit (End of Program) Survey.
3. **Therapeutic Nursing Interventions**  
**Course** - Students enrolled in NUR 3118-Concepts of Health Promotion will demonstrate knowledge to use therapeutic nursing interventions including psychomotor and psycho-social therapeutics to facilitate health promotion.  
**Program** - Graduating seniors will demonstrate knowledge to use therapeutic nursing interventions including psychomotor and psycho-social therapeutics directed at individuals, families, groups, communities and populations.

**Direct Measures**  
**Course** – Ninety percent of students enrolled in NUR 3118-Concepts of Health Promotion will earn an average score of 70% or better on course work and assigned learning activities.  
**Program** - Graduating seniors will achieve a mean percent of 70 on the NLN Diagnostic Readiness Test.  
**Program** - One hundred percent of graduating seniors will achieve a score of 3.0 on a 4.0 scale on the Six-Dimensional Scale of Nursing Performance (6 D-Scale).  

**Indirect Measures**  
**Course** – Eighty percent of students enrolled in NUR 3118; NUR 3118L; NUR 3825; NUR 3125; NUR 3065; and 3065L will confirm in writing satisfaction with their ability to use therapeutic nursing interventions on the SON Student Satisfaction Survey.  
**Program** – Ninety percent of graduating seniors will rate satisfaction with their knowledge of therapeutic nursing interventions as strongly agree or agree on the SON Exit (End of Program) Survey.  
**Program** - Ninety percent of graduating seniors will confirm satisfaction in writing with their ability to use therapeutic nursing interventions on the SON Exit (End of Program) Survey.

4. **Graduation Rates**  
**Course** - Students enrolled in NUR 3118- Concepts of Health Promotion will graduate in five semesters.  
**Program** - Full time baccalaureate students will graduate in five semesters and full time RN-BSN students will graduate in three semesters.

**Direct Measures**  
**Course** – Ninety percent of students enrolled in NUR 3118- Concepts of Health Promotion will progress to the next level at the end of the semester.  
**Program** - The graduating student records will indicate, after admission to the upper division, 75% of full-time baccalaureate students will graduate in five semesters and 90% of full time RN-BSN students will graduate in three semesters.

**Indirect Measure**  
Not applicable

5. **NCLEX-RN Pass Rate**  
**Course** – Not applicable  
**Program** - Graduates will successfully pass the NCLEX-RN Examination on the first writing.

**Direct Measure**  
**Course** – Ninety percent of the students enrolled in NUR 3118- Concepts of Health Promotion will score 70% or above on the proficiency examination and received a course grade of C or above.  
**Program** - The percentage of graduates passing the NCLEX-RN Examination on the first writing will be at or above the state and national average according to the NCLEX-RN Pass/Fail Records  
**Indirect Measure**  
Not applicable
6. Quantitative Analysis

Course – Not applicable for theory course

Program - Graduating seniors will demonstrate the ability to correctly solve drug calculations using quantitative analysis.

Direct Measures

Course – Not applicable for theory course

Program - One hundred percent of graduating seniors will pass the Dosage Calculation Examinations according to the Pass/Fail records.

Indirect Measures

Course – Not applicable for theory course

Program - One hundred percent of graduating seniors will receive a rating of 3.5 or above on items # 1 and #3 of the intervention category on the Clinical Evaluation Tool. (Correctly and appropriately performs psychomotor skills; provides direct and indirect client care in a safe, effective, and organized manner).

Program – One hundred percent of graduating seniors will receive an evaluation rating of 70% or above as a summative grade on the Clinical Evaluation Tool.

7. Safe and Proficient Care

Course – Not applicable for theory course

Program - Graduating seniors will demonstrate the ability to perform safe and proficient care to assigned clients.

Direct Measures

Course – Not applicable.

Program - One hundred percent of graduating seniors will receive an average rating of 3.5 or above on the Intervention category on the Clinical Evaluation Tool.

Program – One hundred percent of graduating seniors will receive an evaluation rating of 70% or above as a summative grade on the Clinical Evaluation Tool.

Indirect Measures

Course - Not applicable

Program - One hundred percent of graduating seniors will rate their ability to perform safe and proficient care as strongly agree on the Exit (End of Program) Survey.

Program – One hundred percent of the graduating seniors will confirm in writing their ability to perform safe and proficient care on the Exit (End of Program) Survey.

8. Program Satisfaction

Course – Students enrolled in NUR 3118 will rate satisfaction with overall program.

Program - Graduating seniors will indicate satisfaction with program.

Direct Measures

Not applicable

Indirect Measures

Course – Ninety percent of students enrolled in NUR 3118 will rate satisfaction as strongly agree or agree on the Student Satisfaction Survey.

Program – Eighty five percent of graduating seniors will rate satisfaction with Program as strongly agree or agree on the Exit (End of Program) Survey.

Program – Eighty five percent of graduating seniors will confirm in writing satisfaction with Program on the Exit (End of Program) Survey.
Content Outline:

Unit I: Overview of Concepts of Health Promotion:

A. Orientation to the Course:
   1. Student Responsibility/Accountability
   2. Course Requirements
   3. Grading

B. Relationship of Course to Course, School of Nursing Philosophy and Organizing Framework:
   Focus: Health Promotion for Individuals of All Ages

Unit II: Health:

A. Definitions
B. Models/Theories
C. Quality Care and Patient Safety
D. Influencing Factors
E. Health Continuum
F. Trends
G. Health Care Delivery System:
   1. Structure/systems
   2. Services
   3. Providers
   4. Economic, Political, and Societal Influences
   5. Consumers

Unit III: Humans:

A. Human: Biopsychosocial Being
B. Human: Individual, Family, Groups, Communities, Populations
C. Human: Unique, Holistic, Open System, Energy Unit
D. Human’s Adaptation (Definitions, Continuum, Assumptions)
E. Human’s Growth and Development
F. Human’s Basic Needs
G. Human’s Culture/Spiritual Beliefs
H. Human’s Dynamic Environment

Unit IV: Society/Environment

A. Dynamic
B. Characteristics
C. Environmental Influences
   1. Internal
   2. External
D. Sociocultural Influences
E. Spiritual and Religious Influences
F. Social Structure:
   1. Individual
   2. Family
   3. Community

Unit V: Nursing Process:

A. Assessment
B. Analysis
C. Planning
D. Interventions
E. Evaluation

Unit VI: Health Promotion:

A. Health Promotion Strategies/Interventions
   1. Nutritional Recommendations
   2. Elimination Patterns
   3. Exercise, Movement, and Rest Recommendations
   4. Prevention of Illness and Injury
   5. Communication/Nurse-Client Relationship
   6. Stress Management
   7. Alternative and complementary modalities
8. Loss, Grief and Death

B. Variation in health promotion strategies Across the Life Span:

1. Growth and Development
2. Infant
3. Toddler
4. Preschooler
5. Adolescent
6. School child
7. Young Adult
8. Middle Age Adult
9. Person in Later Maturity, Older Adult
10. Death

School/University Requirements/Policies:

1. Mandatory class attendance (see SON Student Handbook).
2. Adherence of rules and regulations of the School of Nursing Student Handbook.
3. Completion of assigned readings prior to each class.
4. University’s Academic Honor Policy Statement - The policy is located in the FAMU Student Handbook, under the Student Code of Conduct – Regulation 2.012 section, beginning on page 55-56.
5. Non-Discrimination Policy Statement-It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA officer.
6. Americans with Disabilities Act (ADA) - It is the responsibility of the EOP Office, through the ADA Coordinator, to ensure the Florida A&M University is in compliance with the Americans with Disabilities Act. The ADA provides civil rights protection for persons with disabilities. These rights are parallel to those rights that have been established by the federal government for women and minorities. A qualified individual with a disability cannot be denied admittance to participation in or benefit from goods services, facilities, programs, privileges, advantages, or accommodations at FAMU. Americans With Disabilities Act of 1990 (PL 101-336) Summary The Americans With Disabilities Act (ADA) of 1990 extends to individuals with disabilities comprehensive civil rights protection similar to those provided to persons on the basis of race, sex, national origin, and religion under the Civil Rights Act of
1964. Title III of the ADA prohibits discrimination on the basis of disability in places of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation. Title III also establishes accessibility requirements for new construction and alterations in places of public accommodation and commercial facilities. For contact information: www.famu.edu

Evaluation Methods:

1. Unit Examinations (at least 4 exams) (45%)
2. Final Examination (Cumulative)* (40%)
3. Project: Self-Assessment and Health Promotion Plan (10%)
4. Professional Development (5%)

* The final examination must be passed with a score of 70% in order to pass the course.

Grading scale

A = 90–100; B = 80–89; C = 70–79; D = 60–69; F = below 60

Teaching Strategies:

1. Lecture/Discussion
2. Audio-visuals
3. Assigned Readings
4. Individual Conferences
5. Guest Speakers (optional)
6. Role Playing
7. Case Situations
8. Role Modeling
9. Written Exercises/Assignments
10. Self/Peer/Faculty Evaluation
Textbooks:

**Required:**

3. Assessment Technology Institute (ATI). *Fundamentals of Nursing Review Module*
4. Assessment Technology Institute (ATI). *Quest For Academic Success*
5. Assessment Technology Institute (ATI). *Nutrition for Nursing Review Module*
6. Assessment Technology Institute (ATI). *Access to online assessment*

**Optional:**

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<tr>
<th>OBJECTIVES</th>
<th>LECTURE CONTENT</th>
<th>TEACHING/LEARNING STRATEGIES</th>
<th>EVALUATION METHODS</th>
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<tr>
<td>Demonstrate professional values and accept responsibility and accountability for safe nursing practice in the promotion of health as well as for professional growth.</td>
<td><strong>Unit I: Overview of Concepts of Health Promotion</strong>&lt;br&gt;A. Orientation to the Course&lt;br&gt;1. Course description&lt;br&gt;2. Course objectives&lt;br&gt;3. Textbooks&lt;br&gt;4. Teaching strategies&lt;br&gt;5. Methods of evaluation and grading&lt;br&gt;6. Student responsibilities and accountability&lt;br&gt;a. Requirements&lt;br&gt;b. Preparation for class&lt;br&gt;c. Purchase of books, supplies, equipment</td>
<td>Role modeling of accountable and responsible behavior by faculty&lt;br&gt;Discussion&lt;br&gt;Review of course syllabus&lt;br&gt;Require students to identify personal goals for the course&lt;br&gt;Conferences with students throughout the semester (as needed)&lt;br&gt;Review FAMU organizing framework and philosophy (Student handbook)</td>
<td>Professional Development</td>
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<td>Demonstrate basic knowledge of health care systems.</td>
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| E. Health Continuum | 1. Promotion of wellness  
2. Prevention of illness  
3. Restoration of health  
4. Maintenance of optimal functioning | Read *Florida’s Dashboard on Health Care Quality Compared to all States* in http://statesnapshots.ahrq.gov/ | |
| F. Trends | | | |
| G. Health Care Delivery System | 1. Structure  
2. Services  
3. Providers  
4. Influences  
5. Consumers | | |

**Unit III: Humans**

A. Human: Human: Biopsychosocial Being

B. Human: Individual, Family, Community

C. Human: Unique, Holistic, Open System, Energy Unit

D. Human’s Adaptation  
1. Definition  
2. Continuum  
3. Assumptions

E. Human’s Growth and Development  
1. Erickson  
2. Piaget

F. Human’s Basic Needs

G. Human’s Culture/Spiritual Beliefs

H. Human’s Dynamic Environment

Assign readings/audio-visuals

Present case situations which require applications of concepts throughout the semester (e.g. a husband who is primary wage earner experiences serious biopsychosocial maladaptations; an infant must be separated from mother during a diagnostic procedure; a Native American who lives on a reservation seeks health care in a strange city.)

Lecture and Discussion
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| 3. Planning/Intervention  
  a. Examine own belief  
  b. IPR technique  
  c. Religious obligations  
  d. Sacraments  
  4. Evaluation  
F. Social Structure  
  1. Individual  
  2. Family  
  a. Culture  
  b. Development  
  3. Community  
  a. Definitions  
| Unit V: Nursing Process  
A. Assessment  
  1. Definition  
  2. Characteristics  
  3. Types of data  
  4. Tools utilized in assessment  
B. Analysis  
  1. Definition  
  2. Steps to establish nursing diagnosis  
  3. Nursing diagnosis  
C. Planning  
  1. Definition  
  2. Priority setting  
  3. The nursing care plan  
D. Interventions  
  1. Definitions  
  2. Characteristics  
E. Evaluation  
  1. Definitions  
  2. Concurrent  
  3. Terminal  |

Utilize the nursing process to facilitate health promotion for individuals  
Assign readings/audio-visuals  
Lecture and Discussion  
Present case situations as appropriate  
Unit Examination
<table>
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<tr>
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</table>
| Communicate and collaborative as a member of the nursing team to promote health and improve outcomes. | **Unit VI: Health Promotion**
A. Health Promotion Strategies
   1. Nutritional recommendations
      a. Obesity
      b. Under-nutrition
   2. Elimination patterns
   3. Exercise, movement, and rest recommendations
   4. Prevention of illness and injury
      a. Immunization
      b. Infection control
      c. Safety measures
      d. Self-care activities/resources
   5. Communication/Nurse-Client relationship
   6. Health screening
   7. Alternative and complementary modalities
   8. Loss, Grief and Death
   9. Stress management
      a. Relaxation techniques
      b. Time management
F. Variations in Promotion Strategies Across the Life Span
   1. Growth and development
   2. Infant
   3. Toddler
   4. Preschooler
   5. Adolescent
   6. School child
   7. Adult
      a. Young
      b. Middle age
      c. Person in later maturity, older adult
d. Preventive Guidelines | Assigned readings/audio-visuals
Organize lecture and discussion around the nursing process
Present case situations as appropriate
Invite guest speaker(s) (optional) from weight control program, stress clinic, smoking cessation clinic, sleep clinic, exercise agency and/or women’s resource center.
Require each student to complete course project that requires development of a self assessment/health promotion plan with the focus on nursing process, health continuum, health and culture.
Role play utilization which focuses on a health promotion issue.
Review the use of:
1. Health risk appraisal
2. Other assessment tools
View Try It “Hendrich II (fall risk assessment)”
Ensure that written documentation of the patient’s preferences for Life-Sustaining Treatment is prominently displayed in chart
Discuss National Patient Standards “Take actions to prevent patient falls and to reduce fall-related injuries” Fall Prevention by implementing evidence-based intervention practices | A letter grade will be assigned for the project (health promotion plan) based on established criteria
Unit Examination |

Demonstrate skills in using patient care technologies, information systems and communication devices that support quality and safe nursing practice for well clients.
Assume the roles of provider/Coordinator of care, teacher, change agent, and client advocate in the promotion of safe and quality healthcare for individuals of all ages.
Discuss systematic reviews published in an evidence-based practice data base that address a nursing practice question.
Identify the role of the professional nurse as a leader in promoting safe quality care for well clients.
| | | Assign to ready systematic review “Interventions for preventing fall in older people living in the community in http://onw.interscience.wiley.com/cochrane
| | Final Examination |
## School of Nursing

### Measures of Critical Thinking and Communication

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<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>ATI CT 71.3% Exit Survey 91%</td>
<td>ATI CT 72.9% Exit Survey 91%</td>
<td>ATI CT 69.3% Exit Survey 98%</td>
<td>ATI CT 68.6% Exit Survey 97%</td>
<td>NLN CT 73.99% Exit Survey 90.91%</td>
<td>ATI CT 68.6 Exit Survey 100%</td>
<td>NLN CT 89.33% Exit Survey 100%</td>
<td>NLN CT 72% Exit Survey 92.5%</td>
<td>NLN CT 88% Exit Survey 97.3%</td>
<td>NLN CT Not adm. Exit Survey 100%</td>
</tr>
<tr>
<td><strong>Interpersonal/and Communication Skills</strong></td>
<td>6D scale 3.58 Exit Survey 94%</td>
<td>6D scale 3.44 Exit Survey 91%</td>
<td>6D scale 3.39 Exit Survey 95%</td>
<td>6D scale 3.47 Exit Survey 97%</td>
<td>6 D Scale 3.48 Exit Survey 87.88%</td>
<td>6 D Scale 3.43 Exit Survey 100%</td>
<td>6 D Scale 3.54 Exit Survey 93.7%</td>
<td>6 D Scale 3.23 Exit Survey 92.5%</td>
<td>6 D Scale 3.42 Exit Survey 92%</td>
<td>6 D Scale 3.27 Exit Survey 100%</td>
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