



COLORADO STATE UNIVERSITY
— GLOBAL —

NUR505: PROGRAM PLANNING FOR HEALTH PROMOTION

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course will focus on the role of the nurse leader in program planning for health promotion and disease prevention for populations. Topics will include determinants of health, epidemiology, biostatistics, and advancing equity in access, services, and outcomes for vulnerable populations.

Course Overview:

This course is designed to allow students to apply fundamental knowledge and skills in health promotion and interventions as advanced practice nurse leaders. Several theories and models will be introduced and examined based on their effectiveness of health promotion and disease prevention. When identifying a theory or model to utilize as a guide in creating health promotion/disease prevention programs, several factors must be considered to ensure optimal success. Elements to consider that you will explore include: the specific health problem being addressed, population(s) being served, and the context within which the program is being implemented. Each week, you will further investigate these determinants with critical thinking assignments and discussion board interactions to further enhance comprehension. By the end of the course, you will have the essential material needed to implement strategies for practice-level and/or system practice initiatives to improve quality health promotion and education.

Course Learning Outcomes:

1. Analyze disease prevention strategies.
2. Analyze health promotion strategies.
3. Compare different services available for health promotion and how to implement.
4. Discuss ways to provide services to vulnerable populations.
5. Summarize biostatistics and impact on health.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

1. Murdaugh, C. L., Parsons, M., Pender, N. J. (2019). *Health promotion in nursing practice* (8th ed.). Pearson. ISBN-13: 9780134754086; eISBN: 0134754085.
2. Christensen, C., Grossman, J., & Hwang, J. (2016). *The innovator's prescription: A disruptive solution for health care*. McGraw-Hill Education. ISBN-13: 9781259860867

Recommended:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. ISBN: 978433832161

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Foreword and *Introduction in Health Promotion in Nursing Practice*
- Chapters 1-2 in *The Innovator's Prescription: A Disruptive Solution for Health Care*

Discussion (25 points)

Critical Thinking: Title (90 points)

Option #1: Impact of COVID-19 on the U.S. Health Care System

Write a paper describing the environmental and economic impact of COVID-19 on the U.S. healthcare system.

- Identify and describe present implications for cost, quality, and access.
- Identify and describe long-term implications for cost, quality, and access.
- Include potential strategies for addressing one of the key concepts (cost or quality or access).

Your paper should be 4-6 pages in length, supported by the textbook, and must conform to APA guidelines in the CSU Global Writing Center. Include at least two scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references. Please review the rubric for specific grading criteria.

You may wish to review the Template Paper for help formatting your submission according to the requirements.

Option #2: Impact of COVID-19 on the Family Dynamic

Write a paper describing the psychosocial impact of COVID-19 on the family dynamic.

- Has self-quarantine increased the risk of potential domestic, spousal, and child abuse?
- Do you think the government and school systems have provided students the resources needed for them to succeed in a mandated home-schooling approach?
- Do you think the stimulus refunds are fair and appropriately distributed? Why or why not?

Your paper should be 4-6 pages in length, supported by the textbook, and must conform to APA guidelines in the CSU Global Writing Center. Include at least two scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references. Please review the rubric for specific grading criteria.

You may wish to review the Template Paper for help formatting your submission according to the requirements.

Module 2

Readings

- Chapters 1-3 in *Health Promotion in Nursing Practice*
- Chapters 3-5 in *The Innovators Prescription: A Disruptive Solution for Healthcare*

Discussion (25 points)

Critical Thinking: Title (90 points)

Option #1: PRECEDE-PROCEED Model

Apply the eight steps in the PRECEDE–PROCEED model to design a program for improving a specific health behavior such as physical activity for adolescents.

- What is the overall purpose of the PRECEDE-PROCEED model?
- Evaluate the two fundamental propositions of the model.
- Which individual and community theories would you use to implement the program and why?
- Why is this specific health behavior at higher need than others?

Your paper should be 4-6 pages in length, supported by the textbook, and must conform to APA guidelines in the CSU Global Writing Center. Include at least two scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references. Please review the rubric for specific grading criteria.

You may wish to review the Template Paper for help formatting your submission according to the requirements.

Option #2: Social Cognition Theory/Model

Choose one social cognition theory or model described this week and use it as a guide to develop an intervention to address a selected behavior change for you. Select a behavior change that you are currently facing (e.g., smoking cessation).

- Identify the stage of change you are in currently as it relates to the selected behavior.
- Justify the significance of your chosen theory/model to the behavior.
- Evaluate the positive and negative impacts that might occur.
- Does the chosen theory/model incorporate the environment?
- Explain why it would not be ideal for a specific target population.

Your paper should be 4-6 pages in length, supported by the textbook, and must conform to APA guidelines in the CSU Global Writing Center. Include at least two scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references. Please review the rubric for specific grading criteria.

You may wish to review the Template Paper for help formatting your submission according to the requirements.

Module 3

Readings

- Chapters 4-5 in *Health Promotion in Nursing Practice*
- Chapters 6-7 in *The Innovator's Prescription: A Disruptive Solution for Health Care*

Discussion (25 points)

Critical Thinking: Title (90 points)

Option #1: Assessment of Family Unit

Design one approach to assessing a nontraditional family unit and discuss its strengths and weaknesses for the purpose of developing a health plan in clinical settings.

- Why did you choose this specific nontraditional family unit?
- What are some key values and beliefs that you must take into account when developing your approach?
- Describe the type of community in which they work, live, and play.

Your paper should be 4-6 pages in length, supported by the textbook, and must conform to APA guidelines in the CSU Global Writing Center. Include at least two scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references. Please review the rubric for specific grading criteria.

You may wish to review the Template Paper for help formatting your submission according to the requirements.

Option #2: Personal Health Plan

Develop an individual health plan using the nine-step planning process. You will construct this plan assuming the role of the nurse and the patient.

- Evaluate your experiences and outcomes.
- How can you apply technology to this process?
- As a nurse leader, would you promote this plan to your clinical nurses?

Your paper should be 4-6 pages in length, supported by the textbook, and must conform to APA guidelines in the CSU Global Writing Center. Include at least two scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references. Please review the rubric for specific grading criteria.

You may wish to review the Template Paper for help formatting your submission according to the requirements.

Module 4

Readings

- Chapters 8-10 in *The Innovator's Prescription: A Disruptive Solution for Health Care*

Discussion (25 points)

Portfolio Milestone (100 points)

Options #1 and #2: Pamphlet and Annotated Bibliography

This Portfolio Milestone will serve a dual role; it will count as your assignment deliverable for this week, but it will also include the beginning steps of your final Portfolio Project. Review the two

Portfolio Project options in Module 8 before selecting the topic of your milestone. Please remember that you will be working on your Portfolio Project throughout the course. You can work ahead as much as you would like to avoid waiting until the last minute to get everything done. Your milestone this week will evaluate your work in progress. It will also allow your instructor the opportunity to provide feedback, including any suggestions or resources to help you in your final project's development.

For this Portfolio Milestone, complete the following:

1. You will create a pamphlet or brochure addressing a specific disease or vulnerable population. The purpose of the pamphlet is to educate patients on the importance of their current situation as well as provide tips and resources they can use in the community.

Examples you can use but are not limited to:

- Dangers of vaping in the adolescent population
- Rise of obesity in nursing
- Marijuana and pregnancy with new government laws
- Adequate routine mental health checkups with the homeless population
- Lack of basic hygiene education for refugees from Third World countries

Have fun with it. Choose a topic that you have always been interested in learning more about.

2. Next, you will construct an annotated bibliography. This bibliography should have five sources. With each source, you will provide a brief (about 150 words) descriptive and evaluative paragraph. The purpose of this is to defend the relevance, accuracy, and quality of the source cited. For help writing your annotated bibliography and to see a sample, visit the Annotated Bibliography section in the CSU Global Writing Center.

Your pamphlet should be supported with a minimum of five references (<5 years old) from scholarly sources used in your annotated bibliography and formatted to conform to APA guidelines in the CSU Global Writing Center. The CSU Global Library is a good place to find these references. Review the grading rubric for specific grading criteria.

Module 5

Readings

- Chapters 6-9 in *Health Promotion in Nursing Practice*

Discussion (25 points)

Critical Thinking: Title (90 points)

Option #1: Multicultural Factors

Interview an adult from a cultural group different from your own to assess the role of culture in its food preferences and practices. Identify one culturally sensitive strategy to promote healthy eating in that culture based on your assessment.

- What is his/her perception of health, illness, and death?
- What are his/her beliefs about causes of disease?
- What is the prevalence of diabetes and obesity in this group when compared to other cultural groups?

Your paper should be 4-6 pages in length, supported by the textbook, and must conform to APA guidelines in the CSU Global Writing Center. Include at least two scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references. Please review the rubric for specific grading criteria.

Option #2: Nursing and Obesity

We tend to forget that nurses can be a vulnerable population as well. Nursing has ranked among the professions with the highest prevalence of obesity. Let's explore how we can help ourselves and our colleagues. This assignment option contains two required parts.

- First, write an opinion piece on the reasons you think obesity and the nursing profession is so high (e.g., lack of breaks, "caring for others" mentality, stress, sleep deprivation, etc.)
- For the second part, detail different ways in which you can advocate health promotion (e.g., 30-day challenge with prize, register for a 5K run/walk, share nutritious recipes and have a potluck, etc.)

Your paper should be 4-6 pages in length, supported by the textbook, and must conform to APA guidelines in the CSU Global Writing Center. Include at least two scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references. Please review the rubric for specific grading criteria.

Module 6

Readings

- Chapters 10-11 in *Health Promotion in Nursing Practice*

Discussion (25 points)

Critical Thinking: Title (90 points)

Option #1: Role of the Internet in Self-Care

What is your stance on the internet and self-care?

- Do you believe that the general public has access to reputable/credible resources?
- How can you educate your patients on which companies and websites they can trust?

- Do you believe the internet is a more influential force than our traditional doctor/patient appointment approach?
- Can the internet empower patients?
- Can it enrich the doctor/patient relationship?

Your paper should be 4-6 pages in length, supported by the textbook, and must conform to APA guidelines in the CSU Global Writing Center. Include at least two scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references. Please review the rubric for specific grading criteria.

Option #2: Empowering Patients

Imagine you are a patient being seen by a healthcare provider, and you are tasked to collaborate and discuss your needs to implement health promotion. You can use your current health condition or create one.

- Identify and prioritize your personal health goals.
- Explain those strategies to meet these goals.
- Determine ways in which you can combat barriers to achieving goals.
- List resources and support that you think are necessary for you to be successful.

Your paper should be 4-6 pages in length, supported by the textbook, and must conform to APA guidelines in the CSU Global Writing Center. Include at least two scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references. Please review the rubric for specific grading criteria.

Module 7

Readings

- Chapters 12-14 of *Health Promotion in Nursing Practice*

Discussion (25 points)

Module 8

Readings

- Nilsen, E. R., Olafsen, A. H., Steinsvåg, A. G., Halvari, H., & Grov, E. K. (2016). Stuck between a rock and a hard place: The work situation for nurses as leaders in municipal health care. *Journal of Multidisciplinary Healthcare*, 2016(Issue 1), 153–161.
- Schiavo, R. (2017). Turning clinicians into community leaders: Perspectives from a recent trip in Cuba and beyond. *Journal of Communication in Healthcare*, 10(2), 61–63.
<https://doi.org/10.1080/17538068.2017.1344808>

Discussion (25 points)

Portfolio Project (250 points)

Option #1: Project Proposal Paper

For this Portfolio Project, you have already created a pamphlet or brochure addressing a specific disease or vulnerable population and an annotated bibliography as your milestone. The purpose of the pamphlet is to educate patients on the importance of their current situation as well as provided tips and resources they can use in the community.

For Option #1, you will write a paper indicating why you chose this topic emphasizing why this type of education is needed. You will illustrate how you will implement it in the real-world setting.

You will also include a literature review on the evidence supporting this specific disease and/or patient population education demand. You will select articles and dissect the contents to support your stance. This will help you develop skills in utilizing evidence-based research to guide clinical practice and will require you to critique and evaluate journal articles at the graduate level. You will demonstrate your comprehension of the differences between an annotated bibliography and a literature review.

To summarize:

1. A literary review is a summary about a specific topic while an annotated bibliography is an alphabetical list of the sources of information for the topic with a brief summary and analysis.
2. While an annotated bibliography contains facts about the sources of information, the literary review contains a summary, evaluation, and analysis of a particular topic or argument.
3. The annotated bibliography informs readers about the accuracy, relevance, and quality of the source while the literary review informs the readers about the topic's pros and cons and how the author's insights differ from, and conform to, previous arguments about it.
4. A well-written literature review is typically derived from a good annotated bibliography.

For help developing your literature review and to see examples, visit the Literature Reviews section in the CSU Global Writing Center.

Your paper should be 5-7 pages in length and must conform to APA guidelines in the CSU Global Writing Center. Include 10-12 scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references. Review the grading rubric for specific grading criteria.

Option #2: Visual Presentation

For this Portfolio Project, you have already created a pamphlet or brochure addressing a specific disease or vulnerable population and an annotated bibliography as your milestone. The purpose of the pamphlet is to educate patients on the importance of their current situation as well as provide tips and resources they can use in the community.

For Option #2, you will be presenting on the topic you have selected as a nurse leader/executive. This visual presentation will be a proposal as to why and how the organization or facility should utilize and distribute your pamphlet or brochure. You will share evidenced-based learning and practices intended to improve health promotion and disease prevention. This exercise will help develop your skills as an advanced practice nurse in the leadership and administrative arena.

Requirements:

- Your visual presentation (10-15 slides) can be a PowerPoint, Prezi, podcast, YouTube, or equivalent.
- It must not exceed 15 minutes in length.
- Introduce yourself and your chosen topic.
- Include brief bullets of information related to the content slide.
- Use the Notes section to add additional information if needed.
- Incorporate professional and engaging slide design.
- This presentation should include slides along with voiceover.
- Include APA citations as support for the information presented.
- Record the presentation using Screencast-O-Matic. This free tool allows you to record your screen (your presentation!) while you verbally present. Please include yourself in the recording using a webcam overlay.
- After you have finished recording, upload your recording to YouTube.
- Submit the link to your video along with your presentation file.

For help developing your presentation, visit the Visual Presentations section in the CSU Global Writing Center.

Your presentation should be supported with 10-12 references (<5 years old) from scholarly sources and must conform to APA guidelines in the CSU Global Writing Center. The CSU Global Library is a good place to find these references. Review the grading rubric for specific grading criteria.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Graduate Course Grading	
20%	Discussion Participation
45%	Critical Thinking Assignments
35%	Final Portfolio Project and Milestone

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see CSU Global Library page for Citing & APA Resources and Avoiding Common Plagiarism Mistakes for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow APA format for all assignments. For details, please review the APA guidelines within the CSU Global Writing Center. A link to this resource should be provided within most assignment descriptions in your course.

Disability Services Statement

CSU Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.