



Wellness and Health Promotion

RNBS 4309

Spring 2023

Scheduled Class Days and Times: Online

Instructor's Name: Angela J. Preston, MSN, RN, CNE

Office: Virtual

Phone: 903.566.7320

Email: apreston@uttyler.edu*

Office Hours: Tuesdays 9-12 (email prior to confirm)

*Best way to contact me.

Course Description: This course will explore factors that impact a healthy society and how these factors contribute to optimal health or premature illness. This course will discuss the concepts of personal wellness, risk reduction, and health promotion across the lifespan.

Prerequisites: Admission to the RN-BSN Track. Special permission required from the School of Nursing to take out of sequence. Successful completion of RNBS 3303 and RNBS 3312 and RNBS 3315 and RNBS 3333, and RNBS 4313, and RNBS 4631.

Student Learning Outcomes:

Upon successful completion of this course, the student will be able to:

- 1. Professionalism:** Apply concepts, models, and theories of health promotion as they relate to the role of the nurse, individuals, families, populations, and communities. Discuss the legal, ethical, and economic implications of health promotion.
- 2. Patient-Centered Care:** Identify assessment strategies and skills to facilitate health promotion in individuals, families, populations, and communities.
- 3. EBP:** Analyze evidence-based literature and research-based interventions to promote health and enhance wellness throughout the lifespan.
- 4. Informatics & Technology:** Interpret data collected through technology and information systems to promote health and wellness in individuals, families, populations, and communities.
- 5. Quality Improvement:** Use a data-guided and theory-based approach to continuously improve nurse and patient outcomes within the healthcare system.
- 6. Teamwork and Collaboration:** Explain the process of effective communication among healthcare professionals with promotion and wellness of individuals, families, and communities.

7. **Wellness and Prevention:** Describe wellness and prevention initiatives to promote healthy outcomes across the lifespan in individuals, families, populations, and communities. Propose a plan to improve health and wellness for nurses in one of the following domains: physical activity, nutrition, rest, quality of life and safety.
8. **Leadership:** Recommend the practice of professional nursing to lead and advocate for health-promoting behaviors.
9. **Safety:** Explain the importance of promoting quality and safe environments and their impact on the health and wellness of individuals, families, populations, and communities.
10. **Strengths:** Conclude how strengths (signature talent themes) influence the role of the nurse and clinical decision-making.

Required Textbooks and Readings:

RNBS 4309 Course Syllabus.

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. (7th ed.). Washington, D.C.: Author. ISBN 978-1-4338-3216-1

Computer Requirements: Access to a current, working computer or laptop with internet access using Firefox or Chrome browser is required for this internet-based course. The Canvas learning system works best using Firefox or Chrome browsers. It is essential to have access to a reliable PC/laptop and internet access for this course.

Internet Instructions: Course modules are online in Canvas (see course calendar). UT Tyler online canvas courses use Java, JavaScript, browser plug-ins, helper application and cookies. Canvas works best using Chrome or Firefox browser. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course content. Lecture videos are optimally viewed in high definition.

- Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files. <http://get.adobe.com/reader/>
- Java Runtime Environment (JRE) allows you to use interactive tools on the web. <http://www.java.com/en/download/>
- QuickTime allows users to play back audio and video files. <http://www.apple.com/quicktime/download/>

Assignments and Weights/Percentage/Point Values

- | | |
|---|-----|
| 1. Annotated Bibliography | 20% |
| 2. Reflection Journals | 20% |
| 3. Quizzes | 30% |
| 4. Quality Improvement Project/Presentation | 30% |

Grading Scale: Specific guidelines and grading criteria for all assignments are in the Modules. Final grades for the course will be determined based upon the following point assignments:

- A - 90-100
- B - 80-89
- C - 75-79
- D - 60-74
- F - Below 60

Final course grades less than 75% are not rounded up. The combined weighted calculation of all course assignments, quizzes, exams, and clinical activities must be at least 75% in order to pass the course.

Academic Integrity: Cheating of any kind, as defined in Section 8 of the UT Tyler Manual of Policies and Procedures (MOPP) for Student Affairs (<https://www.uttyler.edu/mopp/>), will not be tolerated. Consequences may include:

- reprimand
- exam failure
- course failure
- expulsion from the Nursing program
- expulsion from the University
- other consequences as assigned

Exam and homework materials, questions, and problems are the intellectual property of faculty, UT Tyler, or publishers.

- These materials may not be distributed without permission.
- Distributing or uploading them to online resources destroys the integrity of the assignment and the course, allowing others an unfair advantage by letting them view the materials.
- Uploading these materials to online resources is a violation of UT Tyler's academic misconduct policies and may result in formal conduct charges.
- Sanctions for uploading or otherwise divulging the contents of these materials can include:
 - a reduced or failing grade on an assignment
 - a reduced or failing grade for the course
 - removal from the Nursing program
 - removal from UT Tyler

Late Policy: 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Repeating a Course: Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. Submitting the same or slightly

modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

Attendance and Make-up Policy: Attendance/participation is expected. Make-up for exams, quizzes, assignments, and missed clinical time is at the instructor's discretion.

Grade Replacement: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

Graded Course Requirements Information:

Annotated Bibliography: An annotated bibliography is a list of citations to books, articles, and websites. The annotation is a brief paragraph which describes and critically evaluates the source. Typically, the purpose of the annotation is to describe the relevance, accuracy, and quality of the source cited. An annotation is a brief paragraph (usually about 150 words) that may include the following information: Summary of the source, assessment of the source, and/or reflection of the source. For this assignment, you will select two evidence-based articles and provide an annotation on each. Then, you will write a single reflection linking the two articles to self-care for nurses and the Healthy Nurse, Healthy Nation Initiative.

Reflection Journals: Students will provide a weekly reflective journal entry (5 sentence minimum) over the content covered within the module.

Quizzes: Students will have 3 quizzes (25 questions each, open notes) throughout the semester that covers content covered within the modules.

Quality Improvement Project and Presentation: There are three major parts to the Quality Improvement Project (QIP) that will be due throughout the course, including: QIP Part 1, QIP Part 2, and QIP Part 3. This project is built on the idea that we must care for our own health and wellness, so we can better care for the health and wellness of others.

QIP Part 1: QIP Part 1 lays the foundation of your quality improvement project, based on your individualized Wheel of Life Wellness assessment, readiness for change score, and

published research (which you will locate) that supports your SMART self-care goal. More thorough instructions will be available in *Canvas*.

QIP Part 2: For QIP Part 2, you will implement and track your progress of achieving your selected short term SMART goal over 4 weeks and identify how your individual strengths and motivations influenced your progress. More thorough instructions will be made available in *Canvas*.

QIP Part 3: For QIP Part 3, you will create a presentation going over your reflective journey of the behavior change process (SMART goal implementation) and discuss how well you achieved your goal. More instructions will be made available in *Canvas*.

Important Course Dates:

Classes Begin: 2/27/2023

Census Date: 03/03/2023 (withdraw without penalty)

Last Date to Withdraw: 04/05/2023. Please contact your advisor to discuss withdrawing from the course and notify your instructor.

Final exam: 4/10/2023

Last day of class: 4/12/2023

Calendar of Topics, Readings, and Due Dates:

Course Schedule				
Week #	Date	Class Topic	Readings	Assignments Due
Week 1	M 2/27	Module 1: Health and Wellness	OER Resources within <i>Canvas</i> , Module 1 Powerpoint	
	W 3/01	Welcome to the Course	Syllabus	<i>Course Orientation Zoom Meeting</i>
	R 3/2			Student Information, Student Forms
	F 3/3	<i>Course Census Deadline</i>		
	S 3/5			Annotated Bibliography, Module 1 Reflection Journal
Week 2	M 3/6	Module 2: Culture, Communication, Patient Education,	OER Resources within <i>Canvas</i> , Module 2 Powerpoint	

		Ethics and Values-Beliefs		
	S 3/12			QIP Part 1, Module 2 Reflection Journal, <i>Quiz 1 opens</i>
	3/13-3/18	<i>SPRING BREAK</i>		
Week 3	M 3/20	Module 3: Nutrition and Elimination, Complementary Therapies	OER Resources within <i>Canvas</i> , Module 3 Powerpoint	Deadline to Start QIP-Cycle
	S 3/26			Quiz 1 Closes , Module 3 Reflection Journal, <i>Midterm Feedback Quiz Opens</i>
Week 4	M 3/27	Module 4: Coping and Stress, Activity and Exercise	OER Resources within <i>Canvas</i> , Module 4 Powerpoint	
	T 3/28	Midterm Check-in		<i>Midterm Check-in Zoom Meeting</i>
	S 4/2			Module 4, Reflection Journal, <i>Quiz 2 Opens</i>
Week 5	M 4/3	Module 5: Sleep and Rest	OER Resources within <i>Canvas</i> , Module 5 Powerpoint	
	S 4/9			Quiz 2 Closes , Module 5 Reflection Journal, Midterm Feedback Quiz Closes, <i>Quiz 3 Opens</i>
	4/5	<i>Course Withdrawal Deadline</i>		
Week 6	M 4/10	Module 6: Roles and Relationships, Sexual and Reproductive Health, Health	OER Resources within <i>Canvas</i> , Module 6 Powerpoint	

		Promotion Across the Lifespan		
	S 4/16			Quiz 3 Closes, Module 6 Reflection Journal, QIP Part 2
Week 7	M 4/17	Module 7: End of Course Final Projects	No assigned readings	
	W 4/19			QIP Part 3, Module 7 Reflection Journal, <i>UT Tyler End of Course Evaluations</i>
	F 4/22	<i>End of 7-week Course</i>		

UT Tyler School of Nursing Justice, Equity, Diversity and Inclusion Statement

The University of Texas at Tyler School of Nursing aspires to create, foster, and sustain a culture of justice, equity, diversity, and inclusion irrespective of one's identity. We value and embrace all backgrounds, experiences, and identities, realizing that no one group, person or perspective has all the answers. We are richer when our individual skills, knowledge, experiences, cultures, backgrounds, and identities are combined in an accepting community. We strive to ensure that every individual gets a fair and equal chance to participate and thrive in a nurturing environment where all feel a sense of belonging. We are committed to intentionally and deliberately creating a diverse community that instills a sense of equitable justice and belonging for everyone affiliated with our school.

School of Nursing Policies and Additional Information:

https://www.uttyler.edu/nursing/college/student_guide_and_policies.php

Student Resources and University Policies are provided in Canvas.