NURS503
Health Promotion/Disease Prevention

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi
Course Charts
Professor’s Notes
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?
Level of demand = 8
I believe this course could be taken with one other course.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?
Level of demand = 8
There is weekly reading from 1-4 chapters depending on the discussion topics.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?
Level of demand = 5
There are 3-4 PowerPoint presentations and documents to review in a couple of lessons in addition to reading.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?
Level of demand = 0
There are no on-line exams.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?
Level of demand = 9
There are discussion board entries and responses to two other students each week.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?
Level of demand = 9
This course requires a written paper of a health promotion program that they have developed on a researched health topic, a PowerPoint presentation on a selected culture and the impact on health care, a concept paper (pre-grant exercise) and a matrix describing a program evaluation plan.
**COURSE CHART**

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<table>
<thead>
<tr>
<th>WEEK/ MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>POINTS</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ch. 1 Selected Articles</td>
<td>DB forum 1.1</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ch. 2 Skim Chs. 3–4 Selected Articles</td>
<td>DB forum 2.1</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ch. 5</td>
<td>DB forum 3.1</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ch. 5</td>
<td>DB forum 4.1</td>
<td>175</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Chs. 9, 12–13 Skim Chs. 6–8 Selected Resources</td>
<td>DB forum 5.1</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Review websites  PowerPoint Presentation</td>
<td>DB forum 6.1</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Review websites  PowerPoint Presentation</td>
<td>Concept Paper</td>
<td>175</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Chs. 10–11 Skim Chs. 14–15</td>
<td>Assignment 8.1</td>
<td>150</td>
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</tbody>
</table>

**TOTAL 1000**

DB = discussion board
COURSE SYLLABUS

DEPARTMENT OF NURSING

NURS 503
HEALTH PROMOTION/DISEASE PREVENTION

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COURSE DESCRIPTION

This course focuses on health behaviors of diverse populations and critical analysis of various theories of health promotion and disease prevention. Health behaviors of different cultures and age groups are addressed, relevant nursing research on health promotion and disease prevention is discussed, and new areas for nursing research are identified. Emphasis is placed on the promotion of health, prevention of illness, and environmental factors that impact health status. The importance of providing appropriate, individualized health care that is sensitive to the ethnic, racial, gender, and age differences within and across diverse populations is stressed and the role of the advanced practice nurse is emphasized.

RATIONALE

Personal lifestyles are known to have an impact on health status and nurses can use their influence to change behaviors. The complex health care environment has created the need for individuals, health professionals, communities, government and society to adopt health promotion and prevention strategies. Knowledge skills and abilities in the area of assessment, planning implementation and evaluation are required to accomplish positive health promotion outcomes for individuals, families and communities.

I. PREREQUISITES

None.

II. REQUIRED RESOURCE PURCHASE


III. RECOMMENDED RESOURCE PURCHASE


IV. ADDITIONAL MATERIALS FOR LEARNING
V. **Measurable Learning Outcomes**

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

A. Discuss disease prevention and health promotion initiatives consistent with the *Healthy People 2010* objectives.
B. Analyze definitions of health.
C. Identify strategies for assessment, intervention, and application of health promotion that are sensitive to culture, gender, ethnicity and age.
D. Analyze models of health promotion.
E. Assess the influence of politics, ethics, environment, and the media on health issues.
F. Develop a health promotion program based on a needs assessment.
G. Formulate a plan and evaluation strategy for the health program.
H. Expand grant writing skills.
I. Contrast strategies for evaluating health promotion programs.

VI. **Course Requirements and Assignments**

A. Textbook readings and lecture presentations/notes
B. Discussion Board forums (6)
   
   Specific details for each Discussion Board forum are provided in the Learning Activities folder of the corresponding modules. Point values for each forum vary.

C. Concept Paper
   
   The student will write a Concept Paper developed for the health promotion program the student completes in Modules 3 & 4. The paper is worth 175 points.

D. Assignment 8.1 (Evaluation Matrix)
   
   The student will develop an evaluation of the health promotion program that was developed in Module 3.

VII. **Course Grading and Policies**

A. Points

<table>
<thead>
<tr>
<th>Discussion Board forum 1.1</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board forum 2.1</td>
<td>150</td>
</tr>
<tr>
<td>Discussion Board forum 3.1</td>
<td>75</td>
</tr>
<tr>
<td>Discussion Board forum 4.1</td>
<td>175</td>
</tr>
<tr>
<td>Discussion Board forum 5.1</td>
<td>150</td>
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</tbody>
</table>
Discussion Board forum 6.1  75
Concept Paper  175
Evaluation Matrix  150

Total  100

B. Scale
A = 900–1000  B = 800–899  Below 800 does not meet program standards.

C. Disability Assistance
Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.