Washington State University
MAJOR CURRICULAR CHANGE FORM - COURSE REVISION

☐ Please attach rationale for your request, a complete syllabus, and explain how this impacts other units in Pullman and other campuses (if applicable).
☐ Obtain all required signatures with dates.
☐ Provide original stapled packet of signed form/rationale statement/syllabus PLUS 10 stapled copies of complete packet to the Registrar's Office, campus mail code 1035.
☐ Submit one electronic copy of complete packet to wsu.curriculum@wsu.edu.

Requested **Future** Effective Date: Fall 2016 (term/year) Course Typically Offered: Fall

DEADLINES: For fall term effective date: October 1st; for spring or summer term effective date: March 1st. See instructions.

NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

Current course [List course as it currently appears in the catalog]:

NURS 564

Health Promotion in Nursing Practice

Var 2-3

Graduate Standing

Credit hrs lecture hrs lab or studio prerequisite

Requested Change(s): Check all that apply and list proposed change.

☐ Change subject: _____________________________

☐ Change course number: _______________________

☐ Change credit to: ____________________________

☐ Change course number: _______________________

☐ Variable credit: ____________________________

☐ Repeat credit (cum. max. hrs): ______________

☐ New/change crosslisting*: __________________

☐ Conjoint listing (400/500): _________________

Special Grading: ☐ S, F; ☐ A, S, F (PEACT only); ☐ S, M, F (VET MED only); ☐ H, S, F (PHARMACY, PHARDSCI only)

☐ Other (please list request):

NOTE: If only requesting a change to title, prerequisite, and/or description, please use a Minor Curriculum Change form.

☐ Title change: ________________________________

☐ Prerequisite change: _________________________

☐ Change catalog description to:

The following items require prior submission to other committees/depts. (SEE INSTRUCTIONS.)

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.)

☐ Request to meet UCORE in ____________________ (Must have UCORE Committee Approval ➤ See instructions.)

☐ Special Course Fee __________________________ (Must submit request to University Receivables)

Contact: Mel Haberman Phone number: 324-7358 Campus mail code:

Email: mel.haberman@wsu.edu Instructor, if different: Janessa Graves

Mel Haberman Chair/date

Dean/ date

All-University Writing Com Date

Chair (if crosslisted/interdisciplinary)*

Dean (if crosslisted/interdisciplinary)*

UCORE Committee Approval Date

Catalog Subcommittee Approval Date GSC or AAC Approval Date Faculty Senate Approval Date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Rationale for Change in NURS 564: Health Promotion in Nursing Practice
College of Nursing
Dawn Doutrich, PhD, Advanced Population Health Program Track Coordinator
June 25, 2015

NURS564 has not been offered for variable credit for several years. It has been offered for 2 credits. If a student wishes to take practicum hours in the topic area of this course, they can do so through the internship courses NURS595: Internship or NURS583: Internship. NURS595 is scheduled for retirement when a new course, NURS583, is approved by Pullman. The variable credit option was to allow students flexible practicum hours. This need is now met by either of the internship courses.
NURS 564: Health Promotion in Nursing Practice
COURSE SYLLABUS

COURSE NUMBER: Nursing 564
COURSE TITLE: Health Promotion in Nursing Practice
CREDIT HOURS: 2 semester credits
COURSE FACULTY: Janessa M. Graves, PhD, MPH
Email: janessa.graves@wsu.edu
Office Location: 314C – College of Nursing/Riverpoint Campus, Spokane
Office Hours: Weekly virtual office hours will be held on ANGEL Wednesdays 12-2 pm starting 9/3; other times by appointment
Office Phone: (509) 324-7257

PREREQUISITES: Admission to graduate program or permission of instructor. This course is designed for nursing MN and DNP and Prevention Science PhD students as well as other health care professionals.

COREQUISITES: None

MEETING TIME: 3:10 PM – 5:00 PM <Corrected time>
8/27, 9/24, 10/22, 11/19, and 12/3 (AMS)
(Bolded dates indicate dates when all students are required to be present at site, no video-streaming.)
All other course weeks will be conducted online via ANGEL.

MEETING LOCATION: Spokane-SNRS 201, Vancouver-VECS 309, Tri-Cities-TNRS 1212, Yakima Nursing-YNRS 107, Pullman-CLEV 312

CATALOG DESCRIPTION
Interprofessional course analyzing the theoretical bases for developing and evaluating health promotion strategies tailored to variations in health behaviors.

COURSE DESCRIPTION
Interprofessional course analyzing social and cultural views and behaviors influencing health promotion for populations. Students will evaluate existing programs targeting individuals, families, and communities considering social, cultural educational and economic resources. Collaboration among health professionals to develop effective and comprehensive approaches to health promotion will be encouraged.

STUDENT LEARNING OUTCOMES
Upon completion of this course, the student will be able to:
1. Analyze social and cultural views of prevention and health promotion that impact professional practice and health policy.
2. Develop culturally and developmentally appropriate health promotion strategies for individuals, families, communities, and populations using behavioral and socio-environmental models of health behavior.
3. Evaluate the applicability and effectiveness of various approaches to health promotion in
selected practice settings and populations.
4. Collaborate with health professionals from a variety of disciplines to develop, implement and evaluate population focused health promotion activities and programs.
*Note: Student Learning Outcome #4 applies to students enrolled in this class for 3 credits.

INSTRUCTIONAL STRATEGIES
This is a hybrid course that is primarily asynchronous. The Angel course management system, e-mail, the Internet and WSU’s Academic Media System (AMS) videoconferencing system are used for class interactions and communication. A variety of Internet based teaching resources, as well as library resources will be used.

COURSE POLICIES

Additional Work
The instructor reserves the right to assign additional papers or activities beyond those described in the syllabus.

Attendance Policy
This class is based on active learning concepts. Therefore, students are expected to attend all AMS classes. Students are also expected to participate in online discussion forums and graded online activities in the week(s) they are offered and extensions will not typically be granted (see Late Work, below, for more information). Failure to participate in graded online activities will be considered an absence.
Reasonable accommodation for excused absences may be considered on a case-by-case basis. Absent students, excused and unexcused, are responsible for learning material covered in class and submitting assignments on time, unless other accommodations are made. More than two unexcused absences may result in a reduction in final student grades.

Academic Regulations
The Office of the Registrar lists Academic Regulations.

Behavior Expected by WSU (WAC 504-26-203): Students have the right to freedom of speech, including the right to dissent or protest, but this expression may not interfere with the rights of others or disrupt the university's activities. Prohibited behavior includes: Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other university activities, including its public service functions on or off campus, or of other authorized nonuniversity activities when the conduct occurs on university premises or is directed toward community members by any means including use of telephone, computer, or some other medium.

Credit Definition (Academic Regulation 27): Academic credit is a measure of the total minimum time commitment required of a typical student in a specific course. For the WSU semester system, two semester credits correspond with a minimum of 90 hours over the 15-week semester.

Dead Week or Closed Week
According to Academic Regulation (#79) per the Office of the Registrar, “No examinations or quizzes (other than laboratory examinations, make-up examinations and make-up quizzes) may be given during the last week of instruction.” Note that special arrangements may be made for paper-proctored exams at a distance.

Education Policies and Procedures Manual (EPPM)
The faculty senate approves Education Policies and Procedures.
Faculty Manual
Policies related specifically to expectations of faculty members in regard to courses and interactions with students are in the Faculty Manual.

FERPA
Students have rights regarding protection of their academic records in accordance with the Family Educational Rights and Privacy Act.

Grade Appeals
According to the Education Policies and Procedures Manual (EPPM), “Students having complaints about instruction or grading should refer them first to the instructor. If the complaint is not resolved, then the student may refer the complaint in writing to the chairperson of the department in which the course is offered by the end of the last day of the following semester.”

Academic Integrity Policy
Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. In some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to http://conduct.wsu.edu/academic-integrity-policies-and-resources. Please use these resources to ensure that you don’t inadvertently violate WSU's standard of conduct.

WSU’s Campus Safety Statement
Washington State University Spokane is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. As part of this commitment, the university has prepared a Campus Safety Plan for each campus. These plans include a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community. All students should go to the zzusis portal at http://zzusis.wsu.edu and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the zzusis portal page. Providing multiple contact methods will help ensure you receive notifications in a timely manner, and your information will NOT be used for any other purpose.

- WSU-Pullman Campus Safety Plan  http://safetyplan.wsu.edu
- WSU-Vancouver Campus Safety Plan  http://www.vancouver.wsu.edu/safety-plan
- WSU-Tri-Cities Campus Safety Plan  http://www.tricity.wsu.edu/safetyplan/
- WSU-Spokane Campus Safety Plan  http://spokane.safetyplan.wsu.edu/

The University emergency management web site at http://oem.wsu.edu/emergencies.

Information about emergencies can be found on the WSU ALERT site – http://alert.wsu.edu. Alert notices can also be found on each campus Alert Site.
Spokane: http://spokane.wsu.edu/services/Facilities/Safety_Security/
The WSU Spokane Campus Safety Plan contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The Campus Safety Plan can be found at: http://spokane.wsu.edu/services/Facilities/campus-safety-plan/. Please visit this site to become familiar with the campus safety and emergency information provided. A link to the WSU Pullman Safety Plan is also available on this web site. Look for the "Spokane Emergency Information" box on the left side of the page and click the update link to be taken to the registration page where you can enter your cell, landline, and email contact information as well as arrange for emergency text messages to be sent to your cell phone.

Tri-Cities:
Should there be a need to evacuate the building (e.g., fire alarm or some other critical event), students should meet the instructor at the blue light pole in the WEST or CIC Parking lot [use the parking lot for the building in which your class is located]. A more comprehensive explanation of the campus safety plan is available at http://www.tricity.wsu.edu/safetyplan. An emergency alert system is available and you can sign up for it at tricity.alert.wsu.edu.

Vancouver:
WSU has made an emergency notification system available for faculty, students, and staff. Please register at zzuis with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes at RONet. In the event of a building evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or http://www.flashalert.net/. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. The WSU Vancouver safety plan website can be found at http://www.vancouver.wsu.edu/safety-plan.

WSU Disability Statement
Reasonable accommodations are available for students with a documented disability. All accommodations must be approved through your WSU Disability Services office. If you have a disability and need accommodations, we recommend that you begin the process as soon as possible. For more information, contact a Disability Specialist on your home campus.

WSU-Pullman Access Center
http://accesscenter.wsu.edu/
Washington Building, Room 217
509-335-3417

WSU-TriCities Disability Services
http://www.tricity.wsu.edu/disability/
Student Services Department, West Bldg, Room 269
509-372-7352

WSU-Spokane Disability Services
http://spokane.wsu.edu/students2/student-affairs/disability-resources.html
Academic Center, Room 130
509-358-7534

WSU-Vancouver Disability Services
Late Assignments
We recognize that our learners are working nurses, as well as students, and at times may be unable to submit work as outlined in the course syllabus. We may be willing to re-negotiate due dates if faculty are notified at least 48 hours in advance of the due date. If you are unable to submit graded assignments on the due date listed in the syllabus, email the faculty and negotiate a new date. Extensions for online assignments will be evaluated on a case-by-case basis. Late assignments will be downgraded 5% for each day late if no alternative date is negotiated in advance.

Workload: It is typically expected that for every hour in class students should expect an average of two hours working on the course assignments outside of class. Depending on your skills and knowledge as a learner, it may take you more or less time than the average. Also, there may be some weekly tasks that take more time than the previous week and vice versa.

Writing Expectations and Assistance
It is recommended that you obtain writing assistance this semester if you consider yourself a poor writer or if prior faculty indicated your writing performance was weak. The instructor may require you to obtain writing assistance or complete a writing assistance program this semester to successfully pass the course. Familiarize yourself with the CON-Graduate Student Writing Expectations posted in Angel/Lessons to find sources of writing assistance.

Written Assignments
All papers must adhere to the WSU Graduate school writing expectations writing style guidelines and APA Manual, 6th edition. Written assignments must include a cover page and references. Your written work should be representative of a graduate student and professional. Insure all credits are given for other’s work (appropriate citations). Any violations, plagiarism, or copying will not be tolerated. *Please also ensure all written assignments have a defined introduction at the beginning and a summary at the end of the paper.

Papers must be turned in to the drop box as a Word© document.
- The document must have your last name in the header for example SmithBehaviorChange
- The subject line of the e-mail to which the paper is attached should have your name and the name of the assignment. For example: (Last Name_Behavior Change)
- Students are responsible for assuring that the document is in the drop box by the due date. It is advised that students confirm submission, as sometimes attachments do not go through.

APA 6TH ed. Style

Wikipedia Use
Wikipedia should never be used as a primary source of information. "As in the case of any encyclopedia, Wikipedia is not appropriate as the primary or sole reference for anything that is central to an argument, complex or controversial." See http://oldsite.english.ucsb.edu/faculty/ayliu/courses/wikipedia-policy.html for more information about why Wikipedia is not an appropriate source of primary information.
LEARNING MANAGEMENT SYSTEM
Angel is the learning management system used by Washington State University to teach online portions of courses. To use the Angel course management system, you must first enroll in Angel. To enroll, you will need the user name and password assigned for use with MyWSU. To access Angel, go to: http://lms.wsu.edu. You will find the course syllabus in the section, “Syllabus.” The course readings are available on electronic reserves via the library and can be accessed in the section, “Lessons.”

See http://ams.wsu.edu/Index.aspx for Academic Media Services to access videostreamed classes and other information related to classroom use and videoconferencing. To access videostream sessions you will need the user name and password assigned for use with MyWSU.

TEXTBOOKS AND LEARNING MATERIALS

Required

All other required readings are linked on the course website accessed at http://lms.wsu.edu.

Recommended


Selected Additional Readings (Optional)
Optional readings are also linked on the course website.

EVALUATION

Students are expected to be current with all required readings and other pre-class preparation for each class session. Both written and verbal participation will be expected and evaluated. Students are expected to submit written assignments on time, with attention to grammar, language, and style, as well as content.

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points = % of Grade</th>
<th>Key Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Change Paper (individual)</td>
<td>30</td>
<td>9/3 Submit chosen topic</td>
</tr>
<tr>
<td>Health Promotion Program Critique (group)</td>
<td>30</td>
<td>10/22 Paper due</td>
</tr>
<tr>
<td>Online assignments (x7)</td>
<td>21</td>
<td>10/8 Submit name &amp; description of program</td>
</tr>
<tr>
<td>Completion of online quizzes (x3)</td>
<td>3</td>
<td>11/30 Post materials online</td>
</tr>
<tr>
<td>Self-evaluations (x2)</td>
<td>6</td>
<td>12/3 Class presentation</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>3-credit option</td>
<td></td>
<td>9/28, 9/14, 9/21, 10/19, 11/2, 11/9, 11/16 9/5 and 10/12</td>
</tr>
<tr>
<td>Implementation Exercise</td>
<td>100</td>
<td>12/3 Paper or presentation due</td>
</tr>
</tbody>
</table>
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100</td>
<td>C+</td>
<td>2.3</td>
<td>76-79</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
<td>90-94</td>
<td>C</td>
<td>2.0</td>
<td>73-75</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89</td>
<td>C−</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85</td>
<td>D+</td>
<td>1.3</td>
<td>66-69</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
<td>80-82</td>
<td>D</td>
<td>1.0</td>
<td>60-65</td>
</tr>
</tbody>
</table>

F - Points 59 or below – NO POINTS; NO COURSE CREDIT

WSU Graduate School Grading Formula
Numerical points are either rounded up or down using 0.5 as the cut point. Assignment grades and final grades are posted in Angel. From WSU Graduate School Policies: “No graded courses of “B-“ or below may be dropped from a program of study for an advanced degree nor can a course be repeated for a higher grade if the final grade is “C” or higher. Any course listed on the program of study for which a grade of “C-“ or below is earned must be repeated for a letter grade, not on a Pass/Fail basis.”

Incomplete Grades
The term is used to indicate that a grade has been deferred. It is for students who for reasons beyond their control are unable to complete their work on time.

Withdrawals
After the drop deadline, a student can still withdraw from courses with a grade of 'W' using Zzuvis through through the date specified on the Academic Calendar.

Assignment Details

Online assignments
Each student will be required to prepare for and complete online assignments as part of this course. This often involves preparing a response to a prompt and participating in a dialogue with classmates in online forums.

For some weeks of the semester, there will be optional online assignments. These assignments will be structured just as graded assignments and will serve to facilitate a deeper understanding of the course material. While optional online assignments are not graded, student contribution and participation may be taken into account for course extra credit, should he/she consider his/her scores deficient in another assignment. If students would like their contribution and participation to optional online assignments to be considered for extra credit, they must be completed by the deadlines indicated in the syllabus, students must participate and contribute for more than one week, and students must contact the course faculty to request extra credit consideration before the start of Week 15.

Evaluation and Grading
Each online assignment will be graded according to the rubric below.

<table>
<thead>
<tr>
<th>Online assignment grading rubric</th>
<th>Needs Improvement ≤ 1 point</th>
<th>Acceptable 2 points</th>
<th>Superior 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Application (25%)</td>
<td>Assignments and discussion reflect little, no, or unclear evidence of assigned readings</td>
<td>Assigned readings used and incorporated appropriately into class assignments and discussion</td>
<td>Assigned readings and supplemental or student initiated resources incorporated into class assignments and discussion</td>
</tr>
<tr>
<td>Application of assigned reading(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated 2014-10-23
<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 1 point</td>
<td>2 points</td>
<td>3 points</td>
</tr>
</tbody>
</table>

### Engagement (25%)
- **Responsiveness to group discussion**
  - Little or no attempt to participate in discussion/discussion off track or lacks relevance/derivative comments
  - Responses do not acknowledge or reflect other participants viewpoints or lack respectful dialogue
  - Poor attendance or absence (either in person or on Angel) without instructor permission
  - Occasional participation in discussion with relevant comments and observations
  - Responses occasionally acknowledge other participants viewpoints/respectful dialogue
  - Attendance according to course policies up to one excused absence
  - Consistent participation in discussion with relevant, original, and comprehensive analysis and observations
  - Consistently acknowledges other participants viewpoints and always engages in respectful dialogue
  - No missed classes or excused absences

### Posting Quality (25%)
- **Discussion postings and contributions**
  - Little or no evidence that other postings have been read or incorporated into observations
  - Failure to meet deadlines/ late or consistently last minute postings
  - One or more points from one or more participants built upon/refuted in postings
  - Met all assignments by deadlines required
  - Multiple points from multiple participants clearly built upon/refuted in postings
  - Consistent evidence of reflective postings throughout assignment period

### Sources and Evidence (25%)
- **Use and application of evidence based resources**
  - Little or no attempt to consider or apply evidence based sources
  - Sources used without appropriate credit or attribution (plagiarism results in an automatic zero)
  - Demonstrates use and application of evidence based sources in assignments and discussions
  - Uses appropriate credit or attribution
  - Consistent use and application of evidence based sources in assignments and discussion with use of/discovery of additional new resources as needed

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**Behavior Change Paper**

*Important Note:* The initial steps of the process for this project should begin during the first week of class!

Individual behavior change is the primary focus of much of what is called “health promotion” in our American health care system. This project will give you the opportunity to design and implement a well-planned health behavior change program for yourself and gain insight into the strengths and limitations of individual-focused health promotion strategies.

**Learner Objectives**

1. Differentiate between intervention, prevention, and health promotion health-related behaviors.
2. Select a specific target health-promoting behavior for which a plausible behavior change plan can be developed.
3. Develop a behavior change plan based on an applicable individual theory or model, and incorporate behavioral assessment, behavioral objectives, implementation strategies, and an evaluation component.
4. Translate the experience of personal behavior change into insight about the multiple social, environmental, and cultural factors that impact personal health behavior.

**Process**

Select a personal health promotion target behavior to initiate or change. You can focus on a negative behavior you wish to change or a positive behavior you wish to establish. The most critical factor in your choice should be that it is important to you. To complete the process of behavioral change, you will use techniques designed to systematically assess a target behavior, develop and implement a plan for behavior change, and track progress toward changes.

1. Choose a behavior change goal and target behavior. Please complete the survey in Angel to indicate chosen topic by no later than Week 2 (see Evaluation section above for key dates).
2. Analyze the antecedents and consequences of your current behavior (or lack of).
3. Develop measurable behavioral objectives.
4. Develop a behavior observational/measurement system and sources of data.
5. Select one of the individual-focused theories or models in Theory at a Glance to guide development of intervention strategies for your behavior change.
6. Select one or more motivational procedures, reinforcement systems, and/or a behavior contract, if relevant for the theory you have chosen to guide your project.
7. Carry out an evaluation (including a graph or chart) based on the system developed in #4 above.
8. Reflect on what you have learned about behavior change from this process that might help you better work with clients or groups undertaking similar programs so you can summarize this information in your final paper.

**Written Report**

Prepare a concise written report of the project, including each of the seven steps listed above. Use APA format, including appropriate citations and references. Please use headings for the main sections of your paper. Maximum page length of this assignment is 10 pages.

**Evaluation and Grading**

The written paper, including charts/graphs, is due on the date indicated in the syllabus. Late projects will not receive full credit. Papers will be graded out of 30 points, based on the following criteria:

- 40% Clarity, conciseness, and completeness of written summary, including appropriate citations and references
- 50% Thoughtfulness and reasoning process used in project development and implementation
- 10% Implications drawn from completion of project

**Helpful resources**


**Supplemental Information for the Behavior Change Project**

**Your Target Behavior and Objectives**

The target behavior is the behavior that you want to change. It should be specific and include a single behavior, not a group of behaviors. For example: you might want to try to get 8 hours of sleep at least 4 days per week. After careful analysis you determine that watching TV in bed, drinking coffee after 3 pm, getting involved in e-mail after 7 pm in the evening, and not cleaning up the dinner dishes until just before bed all contribute to your getting to bed and to sleep much
later than you should. Evidence shows that trying to change all of these behaviors at once is
not likely to succeed. Instead, picking one—or 2 at the most—generally works much better. So, each
of the following could be a target behavior: watching TV, drinking coffee, checking e-mail, or
washing dishes.

Chapter 6 of the McKenzie, Neiger, and Thackery (2009) textbook (available on Angel course
site) covers goals and objectives thoroughly. Be sure your behavior change project involves
behavioral objectives (sometimes referred to as action objectives). The textbook addresses the
elements of an objective and each of those should be included in the objectives for your target
behavior change.

**Measuring Behavior and Antecedents/Consequences**

After you choose a goal and target behavior, identify the antecedents and consequences of this
behavior. Antecedents are things that cause or occur before a certain behavior, and consequences
are things that result from engaging in a certain behavior. Because you may not know what they
are, identifying the antecedents and consequences might take some serious thought. The way to
find this information is to measure your target behavior.

The most common way to track the target behavior involves counting the behavior’s frequency
(e.g., how many cups of coffee you consume per week) or duration (e.g., the number of minutes
spent exercising per day). In some cases, you may need to measure something that cannot be
easily counted (e.g., the intensity of anxiety). These measurements should use a rating scale, like
1 to 10, that estimates the intensity of the feeling when it occurs.

Next, examine the antecedents and consequences to identify the situations and factors that
encourage (or discourage) a particular behavior. You can then use this information to help devise
your behavioral change program. Sometimes, changing your target behavior is as simple as
changing a specific antecedent. Sometimes, behavior change might have to be done in small
steps, such as gradually decreasing the number of cigarettes you smoke.

You need to start measuring the occurrence of the target behavior before you start your behavior
change program. This baseline tells you how often the behavior occurs under normal conditions.
The program for behavior change is started after the baseline has been measured.

The data you collect about the behavior during the change program can be incorporated into part
of your evaluation. As part of a behavior change program, many people use reinforcement and/or
other motivational strategies to strengthen performance of the target behavior. If this is consistent
with the theory or model you have chosen to guide development of behavior change strategies, be
sure to make the reinforcement contingent on performing the target behavior. In other words, you
receive reinforcement only for performing the target behavior. Reinforcers or motivation can be
almost anything that you find pleasurable or rewarding. Avoid using punishment, because
research does not support effectiveness beyond immediate, short-term periods.

**Health Promotion Program Critique**

Health promotion and prevention programs can be expensive and time consuming to develop and/or
implement. The advanced practice nurse selecting or recommending a program for implementation must
be able to assess the quality, relevance, and evidence of program effectiveness as part of his/her role. This
project provides an opportunity to critique an existing program using criteria discussed in class and in
readings. The critique will be shared with others in the class through a televised presentation at the end of
the semester.

**Learner objectives for this assignment**

1. Explore the nature and scope of existing prevention and health promotion programs.
2. Relate the purpose and objectives of the program to national health goals and to the health determinants they address.
3. Assess the adequacy and relevance of key components in relation to the overall goal(s) of the program.
4. Identify strengths and limitations in the cultural applicability of the program within a multicultural society.
5. Determine socio-political factors within the health care system and society at large that support or inhibit dissemination of the program to a wide audience.

Your work on this project with colleagues in your team will comprise part of your Participation grade for the course. Your group will be given a Discussion Forum within the assignment folder to work on this project throughout the semester (Health Promotion Program Critique > Group Discussion Forums for Health Promotion Program Critique).

Your group must submit the name and a brief description of the program you plan to evaluate no later than Week 7 (see Evaluation section above for key dates). To do this, one group member should access and complete the survey on angel (Lessons > Health Promotion Program Critique).

Process

Before the in-class presentation:
1. Prepare a one page written summary of the program, including the target group, behavior or population focus, funding mechanism, goals, strategies, outcomes, and evaluation methods. A second page should be attached describing where and how to obtain additional program information.
2. Develop a PowerPoint slide presentation to illustrate key points to be covered in your verbal presentation.
3. Submit the summary handout in the appropriate Drop Box in Angel (Lessons > Health Promotion Program Critique) at least one week before your presentation (see Evaluation section above for key dates).
4. Submit your PowerPoint slides in the appropriate Drop Box in Angel (Lessons > Health Promotion Program Critique) at least one week before your presentation (see Evaluation section above for key dates). Your slides will be converted into Adobe .pdf format and posted for the entire class.

During the in-class presentation (Week 15, see Evaluation section above for date):
1. Provide the name and location of the program you will critique and the name of everyone in your work group on the first slide.
2. Explain which specific objective of Healthy People 2010 the program addresses.
3. Briefly summarize or list the health promotion orientation (this may be hard to discern for some programs, but look at the Health Promotion Orientations chart we discussed early in the course and give it your best shot!), key determinants of health and illness the program addresses, target behaviors that are the focus of health promotion interventions, and types of interventions that comprise the program.
4. Identify the concept, model, theory, or conceptual framework upon which the program is based according to the developers of the program. If none is identified, explain what model or theory seems to underlie the components of the program.
5. Identify strengths and weaknesses of the program in each of the following areas:
   a. Describe target group and target behaviors
   b. Theory base for the program
   c. Use of an assessment process to identify the need for development of the program
   d. Clearly identified functional knowledge and skills required by the target behavior
   e. Use of a multidimensional and/or multilevel approach
   f. Relevance and suitability across cultures
g. Presence and quality of an evaluation plan
h. Likelihood of social and health care system acceptance
i. Resources and materials necessary and/or available to carry out the program
j. Point out one or two key features of the program that you consider to be the most important strength(s) and suggest ways to incorporate these into other programs or settings.
k. Solicit questions and/or discussion from your audience.

Evaluation and Grading
You will have a maximum of 20 minutes to present your slides and critique of the health promotion program you have selected, and then an additional 5-10 minutes for question/discussion time. Presentations will be graded out of 30 points and based on the following criteria:
30% Clarity, conciseness, and completeness of written program summary
20% Organization, clarity and appropriateness of material presented in class
30% Critical thinking and reasoning process evident in application of course content to the evaluation/critique of program strengths and weaknesses
20% Use of time, visual aids, and presentation skills

Examples of Health Promotion/Prevention Programs Critiqued in the Past
* SRHD AIDS Prevention Program
* WIC – Walla Walla, Spokane, Vancouver, North Idaho
* Queso Fresco Made Safely – Abuela Project in Yakima
* Eastern Washington Breast and Cervical Health Program
* Heart Health Community Project, Southwest Washing Health District
* Great American Smokeout
* Trauma Nurses Talk Tough, Vancouver
* ABCD (Dental Program SCHD)
* Reconnecting Youth
* DARE
* Baby Think It Over
* Back to Sleep
* Pathways 20-20
* Development of a Neighborhood Park, Portland, Oregon
* SPAM – Spokane Peer Abstinence Movement
* Spokane VA Smoking Cessation Program
* Outside In
* Abstinence Only Until Marriage
* Foster Care Assessment Program
* Cowlitz County on the Move
* PEARLS

Timed Online Quizzes
Students will complete three timed quizzes administered online through the Angel learning management system. These quizzes are meant to serve as a simple tool for students to assess their own learning and retention of the material covered in the course. They are open-book quizzes, but will be timed. The quizzes will not be graded and final grades will not be affected by student performance on the quizzes. Completion of the quizzes is required and failure to complete one will result in deduction of points (1 point per quiz) from a student’s overall grade. Quizzes will be accessible for 1 week prior to the due date (e.g., if quiz is due on 10/12, quiz will be accessible starting 10/6). Quizzes can be accessed under Lessons > Timed Online Quizzes in Angel.

Self Evaluation
Self-evaluations are required as part of participation twice during the semester. Evaluations will be completed online and will be assigned one week before they are due. You will be evaluating both your course participation and the intellectual quality of your contributions to course discussions, which means contributing to meaningful, thoughtful, intellectual dialogue, not simply sharing opinions or acknowledging other students' work. You will numerically evaluate (3-point scale) your own participation and learning using the rubric provided when the self-evaluation is assigned. Faculty will also evaluate your participation and your grade will be determined by averaging the two scores.

Participation
Class participation is different from attendance. Web discussions should be substantive and students should address each forum topic unless otherwise directed. By substantive, I mean postings that demonstrate thought and an attempt to discuss your personal experiences, as they are relevant to the class discussion. Please remember that we are looking for quality. Using and citing peer reviewed resources, to back up experience or to substantiate your points is important to our scholarly dialogue. See Participation rubric below.

Participation in online discussions and group work takes the place of some of the verbal interaction among students and between students and faculty that would occur in the traditional classroom setting. It is a very effective way to foster critical thinking. It provides the opportunity for everyone to contribute and to benefit from the contributions of the rest of the class. To help all of us be most effective in our online communication, the following guidelines and expectations are provided:

Participation and Online Discussions
Class participation includes attendance and involvement in class discussion at each AMS class session. Each student also must contribute, thoughtfully, a minimum of 2 times per week to in-group learning activities, group projects, and/or other assignments requiring student interaction. Two self-evaluations are required as part of participation.

The expectations for structured on-line discussions in NURS 564 are higher and qualitatively different from what you might have experienced in traditional courses, especially undergraduate courses. Many of the discussions will revolve around questions posed by course faculty in specific assignments. All postings to discussion forums and group projects shared with the entire class must be substantive: thoughtful, organized, specifically relevant to the issue at hand, and of sufficient length and depth to present a new viewpoint or meaningful assessment/response to the viewpoint of another person or group.

Group Activities and Assignments
Some of the course assignments will require group work. Students in the group must work together to compile a single posting to a discussion or a class presentation. Leadership and recorder roles should be rotated among the group members so that everyone in the group assumes one of the roles during the semester.
Please note the following participation expectations. All student interactions on-line and in the AMS classroom must meet the following minimum criteria:
- Adhere to the provisions of WAC 504-26-203 found in this syllabus under “Behavior Expected by WSU.”
- Demonstrate respect for differing perspectives, values, and experiences
- Contribute to a high level of safety—allowing learners to feel comfortable sharing ideas that may be different from those of others or controversial
- Maintain confidentiality within and outside the class
- Reflect a high level of thoughtfulness and careful reflection on the topic being addressed and the comments of others
- Seek or provide clarification when some aspect of communication is not clear

<table>
<thead>
<tr>
<th>Class Participation Rubric</th>
<th>Exemplary</th>
<th>Very good</th>
<th>Passing</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency of Contributions</strong></td>
<td>10 points</td>
<td>7 points</td>
<td>4 points</td>
<td>1 point</td>
</tr>
<tr>
<td>Note: Quality is important. Content and depth of analysis make a posting substantive—not length.</td>
<td>Presents ideas and analysis succinctly within a reasonable number of postings.</td>
<td>Presents ideas and analysis succinctly within a reasonable number of postings.</td>
<td>Posted at least one substantive posting relevant to discussion.</td>
<td>Fails to post. Late in posting so there is no opportunity for others to benefit from their contribution or to respond.</td>
</tr>
<tr>
<td><strong>Preparation and Engagement in Dialogue</strong></td>
<td>Postings are crafted after acquiring information and considering alternatives; demonstrates preparation. Logged on to Angel 2x per week.</td>
<td>Informed speaker who has reviewed current literature before posting Postings reflect preparation. Logged on to Angel 2x per week.</td>
<td>Does not add to the discussion. Postings are limited to one’s work setting or individual perspective and not about a broader perspective. Logged on to Angel 1x time per week.</td>
<td>Non-substantive postings (such as “I agree” or anecdotes)</td>
</tr>
<tr>
<td><strong>Group work</strong></td>
<td>Respectful collaborations—reflecting a high level of thoughtfulness and careful reflection on the project. Actively solicits and accounts for others’ contributions.</td>
<td>Respectful collaboration with evidence of reflection and thoughtfulness. Solicits and accounts for others’ contributions.</td>
<td>Collaboration and correspondence with group is adequate; does not necessarily engage in a thoughtful manner. Accounts for others’ contributions but does not necessarily solicit them.</td>
<td>Inappropriate correspondence with group; not thoughtful. Does not solicit or incorporate others’ contributions.</td>
</tr>
</tbody>
</table>

**Implementation Exercise (3-credit option only)**
Students who elect to enroll in the 3-credit version of this course will be required to complete an Implementation Exercise assignment, which is described below.
The Implementation Exercise will extend beyond the critique and evaluative skills learned through the Health Promotion Program Critique. For this assignment, students will collaborate with an interprofessional group of health professionals. These individuals can be identified through the student’s current workplace (e.g., nurses, counseling staff, other clinicians, etc.) or through a local organization with which the student is familiar (e.g., public health department or a non-profit group). Students will work with these professionals to assess the needs of the community/population using the methodology learned in this class and apply health promotion theory to develop a program or activity specific to the identified needs. The student will also evaluate this program/activity, using evaluative methods learned in this class.

This project will culminate in an 8-page, double-spaced paper that describes all stages of the implementation process (assessment, development, application, and evaluation). Alternatively, students may instead create a 15-minute Tegrity presentation, in lieu of a paper (covering the same material). Logic models and diagrams are encouraged. Discussion of health determinants is also important.

This assignment will be due in Week 15 (see Evaluation section above for key dates). For additional information on this assignment, please contact the course faculty in the first 3 weeks of the semester.
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Student Learning Outcome</th>
<th>Demonstration of Student Learning (assignments, presentations, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN Program: Relates to Essential VI: Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.</td>
<td>Analyze social and cultural views of prevention and health promotion that impact professional practice and health policy.</td>
<td>Discussion board assignment</td>
</tr>
<tr>
<td>DNP Program: Serve as a leader in the development, implementation, and evaluation of health care policy to advance the nursing profession and to advocate for social justice, equity and ethical policies in all aspects of healthcare. (Relates to Essential 5)</td>
<td></td>
<td>Health Promotion program critique</td>
</tr>
<tr>
<td>MN: Essential VIII: Clinical Prevention and Population Health for Improving Health - Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.</td>
<td></td>
<td>Health Promotion Program critique</td>
</tr>
<tr>
<td>DNP: Analyze and translate scientific information related to the health of diverse populations to reduce health disparities in urban, rural, and global settings and to transform care delivery systems to prevent illness and optimize health.</td>
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<td>Discussion Board assignment</td>
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<tr>
<td>DNP: Develop, evaluate, and apply scientific theories of</td>
<td></td>
<td>Behavior change paper</td>
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<tr>
<td>MN Program: Essential I: Background for Practice from Sciences and Humanities - Recognizes that the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.</td>
<td>Develop culturally and developmentally appropriate health promotion strategies for individuals, families, communities, and populations using behavioral and socio-environmental models of health behavior</td>
<td>Behavior change paper</td>
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<tr>
<td>DNP Program: Develop, evaluate, and apply scientific theories of</td>
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<td>Discussion board assignment</td>
</tr>
<tr>
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<td>Student Learning Outcome</td>
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<tr>
<td>health, illness, and human behavior to strategies and interventions. (Relates to Essential 1)</td>
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<tr>
<td>MN: Essential VIII: Clinical Prevention and Population Health for Improving Health - Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.</td>
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<td>DNP: Analyze and translate scientific information related to the health of diverse populations to reduce health disparities in urban, rural, and global settings and to transform care delivery systems to prevent illness and optimize health</td>
<td></td>
<td>Health Promotion Program Critique</td>
</tr>
<tr>
<td>DNP: Apply advanced clinical judgment and accountability in the design, delivery, and evaluation of evidence-based care to individuals, families and populations. (Relates to Essential 8) AND Demonstrate mastery of professional competencies leading to certification within a practice specialty. (Relates to Essential 9)</td>
<td></td>
<td>Health behavior change paper</td>
</tr>
<tr>
<td>MN Program: Essential IX: Master's-Level Nursing Practice - Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.</td>
<td></td>
<td>Health promotion program critique</td>
</tr>
<tr>
<td>MN Program: Essential I: Background for Practice from Sciences and Humanities - Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational</td>
<td>Evaluate the applicability and effectiveness of various approaches to health promotion in selected practice settings and populations.</td>
<td>Health promotion Program critique</td>
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<td>Discussion board</td>
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<tr>
<td>sciences for the continual improvement of nursing care across diverse settings.</td>
<td>* Collaborate with health professionals from a variety of disciplines to develop, implement and evaluate population focused health promotion activities and programs.</td>
<td>* Implementation exercise (3-credit option only)</td>
</tr>
<tr>
<td>DNP Program: Develop, evaluate, and apply scientific theories of health, illness, and human behavior to strategies and interventions. (Relates to Essential 1)</td>
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</table>

* This Student Learning Outcome applies to only students who enrolled in this class for an optional 3 credits.
# NURS 564 - Health Promotion in Nursing Practice
## CLASS OVERVIEW

<table>
<thead>
<tr>
<th>WK</th>
<th>DATE(S)</th>
<th>Session Topic</th>
<th>Learning Activity</th>
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<tr>
<td>1</td>
<td>8/25-8/31 (AMS 8/27)</td>
<td>Orientation and Introduction to health promotion</td>
<td>Theory thought discussion questions</td>
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<td></td>
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<td></td>
<td>Youth Violence Prevention video</td>
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<td></td>
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<td>Who’s Who in N564? Board</td>
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<tr>
<td>2</td>
<td>9/1-9/7</td>
<td>Health Promotion in Population-Focused Practice</td>
<td>Submit topic for behavior change paper by 9/3</td>
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<tr>
<td></td>
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<td>Online assignment</td>
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<tr>
<td>3</td>
<td>9/8-9/14</td>
<td>Social and Cultural Health Promotion Perspectives</td>
<td>Online assignment</td>
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<tr>
<td>4</td>
<td>9/15-9/21</td>
<td>Approaches to Assessment</td>
<td>Online assignment</td>
</tr>
<tr>
<td>5</td>
<td>9/22-9/28 (AMS 9/24)</td>
<td>Behavioral, environmental, and social determinants of health</td>
<td>Theory thought discussion questions</td>
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<tr>
<td></td>
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<td>Quiz 1 due 9/28</td>
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<tr>
<td>6</td>
<td>9/29-10/5</td>
<td>Theoretical models of individual behavior change</td>
<td>Self-evaluation due 10/1</td>
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<td>Quiz 2 due 10/5</td>
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<tr>
<td>7</td>
<td>10/6-10/12</td>
<td>Theoretical models of population and community behavior change</td>
<td>Quiz 3 due 10/12</td>
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<td>Submit info about Health Promotion</td>
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<td>Program Critique by 10/8</td>
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<tr>
<td>8</td>
<td>10/13-10/19</td>
<td>Intervention selection and adaptation</td>
<td>Online assignment</td>
</tr>
<tr>
<td>9</td>
<td>10/20-10/26 (AMS 10/22)</td>
<td>Health literacy, risk communication, and media health promotion</td>
<td>Behavior change paper due 10/22</td>
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<td></td>
<td></td>
<td></td>
<td>Theory thought discussion questions</td>
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<tr>
<td>10</td>
<td>10/27-11/2</td>
<td>Intervention Strategies for Groups and Populations: Internet based interventions</td>
<td>Online assignment</td>
</tr>
<tr>
<td>11</td>
<td>11/3-11/9</td>
<td>Implementation of Health Promotion interventions: Community Organizing for Population-Focused Health Promotion Interventions</td>
<td>Online assignment</td>
</tr>
<tr>
<td>12</td>
<td>11/10-11/16</td>
<td>Logic models and health promotion</td>
<td>Online assignment</td>
</tr>
<tr>
<td>14</td>
<td>11/24-11/30</td>
<td>Research and Evaluation in Health Promotion – Part 2</td>
<td>Submit PowerPoint files for group presentation by 11/30</td>
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<td>Post 1-page summary of Health Promotion Program Critique by 11/30</td>
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<tr>
<td>15</td>
<td>12/1-12/7 (AMS 12/3)</td>
<td>Evaluation of In-Place Community Health Promotion Programs (Must report to sites; no video-streaming today)</td>
<td>Graded group presentations on 12/3</td>
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<td></td>
<td>Final self-evaluation due 12/3</td>
</tr>
<tr>
<td>16</td>
<td>12/8-12/14</td>
<td>Ethics in health promotion &amp; priority populations</td>
<td>Complete course evaluations</td>
</tr>
</tbody>
</table>

*Note: Course activities take place online (on ANGEL) for all dates unless otherwise indicated with "(AMS)"*
Week 1 (8/25-8/31)
Orientation and Introduction to health promotion
(Class meets via AMS on 08/27)

Overview of the Topic
This session begins with introductions, a brief, introductory overview of the course, (general) expectations, and an orientation to the ANGEL site. Students will brainstorm behavior change topics. The session also provides an introduction to health promotion.

Learning Outcomes
1. To gain familiarity with the course and its community of learners.
2. Discuss the diversity and bias in views of health promotion across multiple sectors of society.

Required Readings
2. Health Promotion Orientations Handout.
4. Glanz, Chapter 1.

Optional Readings

Theory thought discussion questions
Cohen et al, 2010
1. Considering the Spectrum of Prevention, where on that spectrum do you think nurses’ and other health care professionals’ efforts would be more effective?
2. Why do you think we have stayed “stuck” at the level of individual education in our health promotion activities?
3. How do you think your preparation for advanced practice will prepare you to impact health at higher levels of the spectrum?

Health Promotion Orientations Handout
4. The Individual Behavior health promotion orientation in our country is clearly predominant. Why do you think that is the case?
5. What examples of Environmental Enhancement and Restructuring can you point to that have promoted the health of Americans? Are they individual focused or population focused?
6. Where/when might the Social Ecological Approach be especially applicable?

National Prevention Strategy
7. Consider the relationship between the directions and priorities. Do you think the priorities are appropriate? Why or why not?
8. How is the diagram helpful or not helpful in developing health promotion plans?
9. How might this plan be used to structure health promotion activities in communities or individuals?

Learning Activities
1. Prepare responses to theory thought discussion questions and discuss in class (via AMS).
2. Before class, watch Youth Violence Prevention video Blue print for peace: MPLS Youth violence prevention work. This short video (9:46) provides an example of how a community took a public health approach to a problem that at first glance might not seem to be a Public Health problem. The example also shows the importance of developing approaches that match community goals and uses community assets and resources. http://www.youtube.com/watch?v=jzV7mDy-ki0
3. Before September 1, complete Week 1 Discussion Forum: Who's Who in N564?
To find this discussion forum, click on the Lessons tab on the course home page and then the Week 1 folder. You will see a forum entitled Who's Who in N564. Click it and read the directions at the top. For the remainder of this course, discussion forums can be found in this manner.

For this forum, please follow the directions for posting your introduction as a New Thread within that forum. Then, look at the bios of others and make at least one comment or ask a question within 2 other people's threads.
Week 2 (9/2-9/7)
Health promotion in population-focused practice
(Angel)

Overview of the Topic
This week will be focused on the differences between population-based, community-based, and population-focused practice as you consider what might constitute prevention and health promotion for populations. The key role health policy plays in effective prevention and health promotion will be introduced.

Learning Outcomes
1. Define distinct characteristics of population-focused and community-based practice.
2. Consider the aspects health promotion in population-focused care that require advanced practice preparation.
3. Analyze the role of health policy in defining national health goals and the public funding committed to achieving those goals.
4. Begin evaluating the limits of our nation’s current approach to prevention.

Required Readings
Some of the readings this week are specific to Nurses or non-Nurses. Please be sure to read the required readings text below carefully.
5. Website: Healthy People 2020 (http://www.healthypeople.gov/2020/about/default.aspx)
6. For nurses: Quad Council: PHN Nursing Competencies

Learning Activities
Reminder
By 9/3 (midnight), please complete the survey in Angel to indicate your chosen behavior change topic. The survey can be found in the Behavior Change Paper folder under Lessons > Assignments.

Online Assignments (due by midnight, September 7)
1. In their article about the concept of prevention, Starfield, et al point to the problems associated with our health care system’s focus on managing risks in individual patients rather than population-attributable risk as a major factor in the U.S. “lagging performance” in health indicators. Did their argument for population focused prevention convince you that this is true? Why or why not? Which of their arguments was most persuasive? Why?
Post your response in the Week 2 discussion forum When Risk Factors Become Disease. Your post should be not more than 200 words.
2. The expert panel recommendations on community health promotion were developed in 2006 and published in mid-2007 to provide guidance for the next 3-5 years. Seven years have passed since publication. Select one of the eight recommendations and provide examples of progress or lack of progress in implementing the recommendations. Use 1-2 research articles
as well as data from CDC, National Prevention strategy, Healthy People or other Health Promotion websites. Make recommendations for improvement. Post your response on the discussion forum for Week 2: How well have implemented the expert recommendations for community health promotion?

3. Different assignments for Nurses and non-Nurses:
   a. For Nurses: Consider the criteria for population focused practice at the beginning of the Population-Focused Nursing Practice document. To what extent does your current practice meet these criteria? Using the Public Health Nursing Competencies, look through each of the 8 domains at the advanced practice level (Manager/CNS/Consultant/Program Specialist/Executive). Evaluate your current skills competency in each of the 8 domains. Identify one skill in at least 3 of the domains that you want to begin to develop or improve this semester. Post a summary of what those skills are and why you think they will be important to you in your advanced practice role under the Competencies thread on the Week 2 Discussion Board.

   b. If you are not a nurse identify the core competencies in the Standards of Knowledge for the Science of Prevention that you want to develop or improve during this semester and why you think they will be important to your future practice. Post your responses under the Competencies thread on the Week 2 Discussion Board.

4. Provide substantive feedback to at least two of your colleague’s responses to item number 1 or 2.
Overview of the Topic
This week, we will be reading about the difference concepts of justice and their influence on health promotion. We will also look at the World Health Organization’s view of health and health promotion as described in the Ottawa Charter and compare it with our nation’s views as reflected in Healthy People 2020 and the National Prevention Strategy. We will also consider the role of political action and economics as they relate to the health damaging corporate policies.

Required Readings
1. Handout: Market Justice, Distributive Justice and Social justice
3. In Milestones in Health Promotion in the Week 3 folder: Ottawa Charter p. 1-5, and Health Promotion Emblem p.33
5. Website: Healthy People 2020 (http://www.healthypeople.gov/2020/about/default.aspx)
6. View the slides Vulnerability and Models of Health Promotion posted in Week 3 folder

Learning Activities
Online Assignments (initial posts due by midnight, September 14; responses to others’ posts due by midnight, September 21.)

1. For the first assignment, you have a choice of posting in one of two forums. Please read the instructions carefully and choose assignment “a” or “b”.
   • Read the Ottawa Charter document and review the health promotion emblem.
   • Visit the Healthy People 2020 link and review at least one of the 42 topics of interest to you. (Click topics and objectives tab for the list)
   a. Compare/contrast the types of health promotion actions proposed in the Charter with those reflected in the Health People 2020 objectives you have reviewed and the National Health Prevention Strategy. Summarize your comparison of the perspectives on health promotion reflected in the 3 documents and post it on the Week 3 forum, Ottawa Charter, Healthy People, National Prevention Strategy.
   b. Compare the traditional public health Prevention Model with the Institute of Medicine’s Model. Which model is most likely to provide direction for promoting health rather than detecting disease? Provide rationale. How might the IOM model help health professionals assist in structuring responses to health-damaging corporate policies? Post your response in the Week 3 Traditional vs IOM Prevention and Corporate Policy discussion forum.

2. Discuss the concepts of social justice, market justice and distributive justice in relation to the current arguments concerning the Affordable Care Act. Which concepts are reflected in arguments in support of the act and which in support of repeal or downsizing the act? Reflect on your own response to the concepts and your perspective on the ACA. How easy or difficult is it for you to “see” the opposing perspective? How difficult do you think it is for members of the general public to “see” opposing perspective? Support with examples from current news reports. Post on the Week 3 discussion board thread Justice and the ACA.
3. Comment on at least two of your classmates postings on discussion boards “a” and “b” of for this week. You may comment on Item 5, but be gentle.
Overview of the Topic
This week, we will consider approaches to evaluating community needs for health promotion. We will review the PRECEDE-PROCEED model, the integrated planning and evaluation model (IPEM), and epidemiological assessment. We will also look at some of the key elements in using media and framing messages about health promotion programs to suit the intended audience and improve success in obtaining buy-in.

Learning Outcomes
1. Describe and discuss three approaches to evaluating community needs for health promotion.
2. Frame program plans to match the needs and concerns of specific target audiences.
3. Consider the ways in which media advocacy can be used to influence public policy.

Required Readings
1. Glanz Chapters 8 and 18.
5. Community Tool Box – Chapter 1: Our model of community change and improvement. Required sections 1, 3, 6, 9
6. Community Tool Box – Chapter 2, Section 2: PRECEDE/PROCEED.
7. Community Tool Box – Chapter 3: Assessing Community Needs and Resources. Required: Sections 1-6; 14-17; 21. Sample other topics of interest to you. The sections on conducting surveys (7) and photovoice (20) may be helpful or interesting.

Optional Readings

Learning Activities
Online Assignments (initial posts due by midnight, September 21; responses to others' posts due by midnight, September 28.)
1. Reflect on the PRECEDE-PROCEED, IPEM, and epidemiological methods for assessing community needs. What are the possible drawbacks of each? Does one method compensate for the shortcoming(s) of another? Are there ways in which these methods could be improved or augmented? How does the community voice play a role? How might the resources provided in the Community Toolbox be integrated into these methods? Discuss these issues in the Assessment Methods forum in the Week 4 folder.
2. Frame a health-related issue that you feel strongly about using Lakoff’s 3 conceptual levels tied to one of the Social Justice values listed on page 324 of More than a Message. See the examples on pages 331-32. Post in the discussion forum Framing in the Week 4 folder.
3. Comment on at least two of your classmates’ postings in this week’s discussion boards.
Course Syllabus: NURS 564 - Health Promotion in Nursing Practice
Overview of the Topic
This week we will focus on the determinants of health, and relate them to the Healthy People 2020 objectives and the National Prevention Strategy.

Objectives:
1. Define and distinguish between various determinants of health and discuss the relationship between each other.
2. Examine and analyze the effects of health determinants on the health of various populations in the US and internationally and consider the role of Healthy People 2020, the National Prevention Strategy, the Rio Declaration and the Millennium Development Goals in planning Health Promotion activities in the US and abroad.
3. Discuss the importance of messaging information about health determinants and accompanying disparities in ways that increase the probability of the message being heard.

Required Readings (These are all quite short and you may already be familiar with most of the concepts)
4. Read the WHO Determinants of Health Key Concepts.
5. Review the evidence for social determinants of health from the WHO: [http://www.who.int/social_determinants/themes/en/](http://www.who.int/social_determinants/themes/en/)
6. Read the Rio Political Declaration on Social Determinants of Health. Consider the relationship between this document and the Ottawa Charter and the Millennium Development Goals (MDGs).
7. Read the WHO Adelaide Statement on Health in All Policies.
8. Review WHO 6 Millennium development goals related to health (select Technical Information and read specifics for each goal) and consider the relationship between them and health determinants.
9. Read: Spokane Regional Health District (2012) *Odds against tomorrow. (If your community has a similar report you may use that instead.*) Read pages 1-8. Select one of the three sections related to social health determinants and compare data. Also look at the neighborhood data for one of the 7 health priorities from the National Prevention strategy. What conclusions do you draw about the relationship between social determinants and health disparities? What difference do these factors make in considering health promotion strategies?

Optional Readings

Theory thought discussion questions

Health Determinants Readings
- Read through the material on Health Determinants, and the Factors influence lifestyle choices. (You may also want to review p.6 of the National Prevention Strategy) Identify specific determinants that are relevant for the behavior you are focusing on for your behavior change paper. Be prepared to discuss how these determinants impact the health behavior you plan to change in class.

Healthy People 2020 objectives
- Goals 3 and 4 of the Healthy People 2020 objectives social determinants of health, giving them much greater emphasis than ever before. Why do you think this is the case? How are the health determinants described in the WHO document similar to and different from the ones in the HP 2020 document? What effects might these differences have on planning health promotion activities at a national or community level? How do these determinants relate to what you learned from perusing the “Odds against tomorrow”?

Gollust et al.
- How does the research reported in Gollust et al. relate to Lakeoff’s three conceptual levels for framing messages? (See Dorfman reading from last week for a review of Lakeoff’s levels.)

DeBruyn et al.
- What social, environmental, and behavioral risk factors does DeBruyn discuss in this article?
- How does working in “Indian Country” differ from working elsewhere?
- How do DeBruyn and colleagues approach this potential intervention in a way that is sensitive and appropriate for American Indian/Alaska Native communities?

Learning Activities

Theory Thought Discussion Questions
Prepare responses to theory thought discussion questions and discuss in class (via AMS). (If we run out of time in class, a discussion forum will be created for you to share your thoughts and discuss them with your classmates.)

Timed online [ungraded] quiz (due by midnight, September 28)
You will find the online quiz under Lessons > Timed Online Quizzes. This quiz is ungraded and simply serves as an individual gauge of your own progress and understanding. It is required, however, your score on the quiz will not affect your final grade in this class!
Overview of the Topic
This will be the first of 2 weeks we spend examining the theories and models that are used in health promotion. In the last few weeks, we considered some planning models in the community tool box. This week you will take a broader look at planning and you will be learning about theories to guide development of health promotion interventions focused on individuals. As you will continue to see in your assigned readings, successful interventions are directed at multiple levels, rather than the individual only. Next week and the week after we’ll be looking at theories/models that addresses other levels of interventions. One of the purposes of this assignment also is to allow you to see examples of how you can apply theory in your Behavior Change project.

Objectives
1. Explain how use of theory strengthens health promotion programs and increases the probability of their success.
2. Analyze similarities and differences among the key concepts of commonly used in individual-focused health promotion theories or models.
3. Apply an individual-focused model or theory to the development of a plan for changing a specific health-related behavior.
4. Analyze the ways in which theories can be incorporated into the process of planning health promotion programs.

Required Readings
1. Glanz Ch 2-7
4. Prochaska, J. (2008) Decision making in the Transtheoretical model of behavior change. Medical Decision Making 28 doi:10.1177/0272989X08327068 (This article provides evidenced based information on what works with clients at various stages of change as well as helps one think about how this model can be used in concert with other individual models.)

Learning Activities

Self-Evaluation (due by midnight, October 1)
You will find the online form in the Self-Evaluation of Participation in the Course documents folder in lessons and in the subfolder “participation and discussion board posts”.

OPTIONAL Online Assignments (initial posts due by midnight, Oct 5; responses to others’ posts due by midnight, Oct 12.)
1. In the forum entitled: Individual Focused Theories, each person should identify one or more individual-focused theories or models to apply to the target behavior chosen for the Behavior Change paper. Describe how the model(s) help provide direction for planning, implementing, and evaluating the behavior change. How does/do your chosen model(s) help you anticipate pitfalls and barriers to your desired change? Respond to one other students sharing what you learned from reading their post.
2. Select a health promotion program with which you are familiar.
a. Briefly state the hypotheses that constitute the effect theory of the program
b. What are the types of intervention and the specific interventions?
c. What are the implicit and/or explicit health outcomes and impacts?

Post your responses under in the Discussion forum Health Program and Effect Theory.
Respond to 2 other students’ postings.

Reflection
Consider a health promotion program in your community. Reflect on the program interventions using the characteristics of good interventions on p. 192-197 in Issel.

Timed online [ungraded] quiz (due by midnight, October 5)
You will find the online quiz under Lessons > Timed Online Quizzes. This quiz is ungraded and simply serves as an individual gauge of your own progress and understanding. It is required, however, your score on the quiz will not affect your final grade in this class!
Overview of the Topic
This week we will be analyzing and applying theories and models for health promotion at the group, organization, and community levels. There are far fewer models or theories focused on communities or groups. This may reflect our societal preoccupation with individual responsibility and behavior as the focus of health promotion and health care. However, research has helped us recognize the importance of ecological, multi-level, and community focused models for health promotion. Understanding the unique nature of these approaches and how they can be applied and looking at the process of setting goals and objectives will be the focus.

Objectives:
- Identify key concepts of each of the following models/theories for health promotion at the community level: diffusion of innovation, community organizing, communication theory and social ecological theory.
- Review health promotion research and programmatic literature based on community level theories/models for intervention.
- Analyze application of a community level health promotion theory or model to a specific problem or issue.
- Formulate goals, objectives, indicators, and target values for a program you are involved in.

Student Learning Outcome(s) Addressed: 1, 3, 4

Required Readings
Glanz, K. Ch 13-17.

Optional Readings
In the Violence Prevention Project www.cdc.gov/ViolencePrevention/overview/social-ecologicalmodel.html

Learning Activities
Reminder
Your group must submit the name and a brief description of the program you plan to evaluate no later than October 8. To do this, one group member should access and complete the survey on angel (Lessons > Health Promotion Program Critique).


OPTIONAL Online Assignments (initial posts due by midnight, Oct 12; responses to others' posts due by midnight, Oct 19.)
1. Choose an article from those cited in Golden & Earp (2012) on p. 370. Using your readings in Glanz, Golden, and on CDC web site identify the theory or model used and how it was applied in the intervention reported in the article you have chosen.
   a. Explain the justification provided (if any) for the use of the theory/model by the authors.
   b. Describe the major model/theory and concepts used and how they were applied in the project.
   c. Explain why or why not the research or program reflects a multi-level or ecological approach.
   d. Critique the application of the model/theory in terms of strengths and weaknesses.
   Post a summary (200-300 words) of the article critique (including clear identification of the theory/model upon which it is based) on your Week 7 discussion forum titled Community Application Article Critique. Discuss your critiques with the other members of the class commenting on similarities and differences in the theories/models and how they are applied.

2. For a health promotion project you would like to see in your community that addresses one of the HP 2020 goals develop and post in the discussion forum Goals and Objectives specific to that ideal health promotion project.
   a. Overall goal or vision
   b. Behavioral objective
   c. Community level outcome objective
   d. Process objective
   e. Use the SMART format

3. Evaluate the work of at least 1 other student using the criteria in Issels.
   a. Briefly state the hypotheses that constitute the effect theory of the program
   b. What are the types of intervention and the specific interventions?
   c. What are the implicit and/or explicit health outcomes and impacts?

Timed online [ungraded] quiz (due by midnight, October 12)
You will find the online quiz under Lessons > Timed Online Quizzes. This quiz is ungraded and simply serves as an individual gauge of your own progress and understanding. It is required, however, your score on the quiz will not affect your final grade in this class!
Overview of the Topic
This week, we will discuss factors contributing to the selection of interventions. These include criteria for evaluating the interventions, advantaged and disadvantages of interventions, and strategies to match interventions to identified needs.

Objectives:
1. Discuss criteria, sources, advantages, and disadvantages of individual health promotion interventions.
2. List and discuss strategies to match interventions to identified needs among individuals, or in a group, community, or population.
3. Discuss the advantages and disadvantages of adapting, or tailoring, intervention strategies to match needs.

Student Learning Outcome(s) Addressed: 3

Required Readings
1. Glanz Ch 21.

Optional Readings

Learning Activities
Online Assignments (initial post due by midnight, October 19; responses to others’ comments due October 26)
1. Apply the principles of the Netto et al (2010) article to the interventions described in Beune (2014) or Kandula (2012). Does the intervention appear to address all five principles? How well? What could be improved? (It may be that you are not able to identify all of the principles in the authors’ descriptions of the interventions.)
2. Comment on at least two of your classmates’ postings in this week’s discussion boards.
Overview of the Topic
This week we will consider the role of health literacy and risk communication in health promotion. Resources for increasing health literacy will be discussed. Issues of health literacy and access to accurate information will be discussed. Special attention will be focused on publications aimed at individuals. We will also examine the use of incentives/rewards and the role media plays in health promotion.

Objectives:
1. Evaluate the quality and appropriateness of written material, publications, and web sites used in health promotion efforts.
2. Discuss the important elements of health literacy and identify methods for evaluating health literacy of clients and communities.
3. Identify strategies for evaluating client understanding of health information.
4. Analyze the strengths and limitations of using incentives and disincentives to influence health outcomes in health promotion activities.

Student Learning Outcome(s) Addressed: 3

Required Readings
1. Glanz Ch. 19

Optional Readings

Theory thought discussion questions
In the article by Robison, Alfie Kohn asserts that rewards/incentives do not change behavior. The Kullgren et. al. research describes positive outcomes from using specific kinds of financial rewards for a complex behavior change (weight loss). Consider your experience and other research and discuss whether rewards/incentives are an effective strategy for promoting healthy behaviors. When are they effective/not effective? Are certain kinds of rewards or incentives more effective for specific behavior changes? Are specific rewards more useful with certain populations? Who should determine the reward? What are the effects of rewards on behavior that must be sustained like healthy eating or management of diabetes? Consider this data in relation the rewards you included in your behavior change project.
Learning Activities

Watch video before class on 10/22: Sandy Carollo Video – Health Literacy and the Clinician – discussion of her PhD research on health literacy in primary care. [https://tegr.it/v/Y9n79](https://tegr.it/v/Y9n79)

Theory Thought Discussion Questions
Prepare responses to theory thought discussion questions and discuss in class (via AMS). (If we run out of time in class, a discussion forum will be created for you to share your thoughts and discuss them with your classmates.)

Reminder
Your behavior change paper is due by 1pm on 10/22. You can submit this via the drop box in Lessons > Behavior Change Paper.
Overview of the Topic

This week you will examine prevention/health promotion resources and strategies available to a wider scope of populations and subpopulations than almost any other. The Internet has become an integral part of the lives of many, but not all, groups and populations. Improving informed and wise use of the Internet for health promotion should be a goal of advanced practice community health nurses. Some of your readings this week will point out limitations of the Internet and challenge you to consider some of the potential harm that could result from those limitations. Social support and social networking are an increasingly important Internet resource for groups interested in health promotion and those with health problems as well. Your assignments this week will help you explore strengths and limitations of websites that provide information and individualized programs for health promotion, as well as those that are designed to provide social support/networking resources. The assignment will also challenge you to think creatively about how to decrease disparities and to consider the information needs of health professionals especially those who serve in low and middle income countries.

Student Learning Outcome(s) Addressed: 1, 2

Required Readings
1. Glanz, Ch 9.

Optional Readings (Available in Lessons > Week 10 > Optional Readings)

Learning Activities

Review the slide set in the Lessons folder for this week (Week 10) in Angel. These slides are based on Glanz, Ch 9.

Online Assignments (initial posts due by midnight, Nov 2; responses to others’ posts due by
The Gilmour and Webb articles introduce some concepts and data that raise issues pointing to potential limitations of the Internet as a universal resource for health promotion. The Sakar et al. article relates health literacy to use of the internet to access health information. While Munoz suggests an approach using the internet to provide universal preventive care worldwide. After reading these articles, reviewing the slides on social networks and social support, and reading the NCI Fact Sheet, carry out the activities below.

1. Find and review thoroughly two websites focused on prevention or health promotion:
   a. One that primarily uses an educational or individualized programming approach, and
   b. One that primarily uses social support or social networking approach

For the information/individualized programming site, analyze and evaluate the website based on (a) the reading level of the information provided (use resources from week 11), (b) your evaluation of the usability/user friendliness of the site and (c) the probable quality and accuracy of the site using relevant questions and information included in the National Cancer Institute’s *Health Fact Sheet: Evaluating Health Information on the Internet*. Consider how well the site corresponds to characteristics of sites that facilitate behavior change to promote healthy behavior as described by Webb et al. Also, consider what populations might benefit most from the website? What populations are least likely to benefit from this website? Why?

For the social support/networking site, analyze and evaluate the website based on relevant questions and information included in the National Cancer Institute’s *Health Fact Sheet: Evaluating Health Information on the Internet*.

Also consider the following questions about the website, based on the slides reviewed in your required readings:
- What type(s) of support are provided on the site (emotional, instrumental, informational, appraisal)?
- What mechanisms (meeting basic needs, increase coping resources, problems solving, etc.) of support do you think the site offers users?
- What mechanisms are in place to identify and respond to a participant who reveals issues that could be considered an emergency or life-threatening?
- What populations might benefit most from the website? What populations are least likely to benefit from this website? Why?

After analyzing and evaluating each website, write a brief description of the purpose and sponsorship of one of the two sites. Be sure to identify what type of site it is. Then, write a critique of the site, summarizing the strengths and weaknesses you identified in your evaluation, and the types of populations to whom it might be most useful. Post your summary/critique on the *Week 10 discussion forum titled Web Site Critique*. Your critique should be about 250-300 words and should include the link to the website.

2. Read and comment on the postings of at least two of your classmates. Visit the website they critiqued, if you have time!

3. **CANCELLED FOR 2014 CLASS**
   The Pakenham-Walsh article identifies health information needs of health care workers in developing countries. Locate a web site that addresses one of these needs and critique it in terms of the
following:

a. accessibility—how easy is it to find with a simple search?
b. relevance to developing world settings where one can assume there are only the most basic medications (if that) and no technology beyond smart phones and/or laptops
c. What languages does the site use?
d. How easy is the site to navigate to find needed information?

Post a link to the site with short answers to each of the 4 questions above under the discussion board: Information Needs of Health care workers.
Week 11 (11/3-11/9)
Implementation of Health Promotion interventions:
Community Organizing for Population-Focused
Health Promotion Interventions
(Angel)

Overview of the Topic
This week, we will discuss the role of community organizing in the development and maintenance of population-focused health promotion interventions.

Objectives:
1. To describe the ways community in orchestrating and motivating the development of population-based health promotion interventions.
2. Discuss ways in which resilience and communication facilitate or limit community interaction with health professionals.
3. Define and discuss the precautionary principle and its role in preventing deleterious health effects.

Student Learning Outcome(s) Addressed: 2

Required Readings
2. Community Tool Box Chapter 4: Getting issues on the community agenda. Required Section 1 Main Section. The slides also provide a really helpful summary.
3. Tool Box Chapter 7: Encouraging involvement in community work. Required Section 1: Developing a plan for increasing participation and Section 2: Promoting participation by diverse groups.
5. In addition, choose to read 1 of the following articles:

Learning Activities
Online Assignments (initial posts due by midnight, Nov 9; responses to others’ posts due by midnight Nov 16.)

Choose one of the discussion forums below and answer the questions related to the article above. Then comment on at least two of your classmates’ postings.

I. Forum: The Hope of Prevention: Individual, Family, and Community Resilience
Bonnie Benard challenges public and community health professionals to make a paradigm shift from risk-focused to resilience-focused approaches to prevention. The resilience paradigm originated in
research on children and youth, but has broadened to incorporate community asset development and community resilience. The notion of recognizing and building on strengths as a better approach to prevention is seldom discussed in the literature and used infrequently by health professionals to guide development of prevention programs.

- What do you consider to be the most important positive and negative aspects of resilience approaches?
- With what populations do you think the strengths/resiliency approach might be most effective and how could health professionals best support this paradigm shift?
- How might you work with community members to make this kind of paradigm shift? What barriers would you expect to encounter and how might the barriers be overcome.

2. Forum: Preventing Injustices in Environmental Health and Exposures
Farquhar, Patel, and Chidsey introduce the concept of environmental justice and suggest that the disproportionate burden of toxic physical and social environments on some groups should be addressed through local and government level leaders working in partnership with the groups most affected by the injustice and inequality.

- Other than those described in the chapter, what examples can you give of these types of partnerships you have observed or been a part of?
- Industry and manufacturers are identified as the most consistent opponents of the Precautionary Principle. Explain this principle in terms a lay person could understand, then describe what other groups might be resistant and why?
- How might you involve local government level leaders in a partnership with those most affected by injustice and inequality? What will be your considerations in communicating with this group and framing messages targeted to them?

3. CANCELLED FOR 2014 CLASS
Forum: Health and the Built Environments: Opportunities for Prevention
A concise and detailed summary of the impact of many aspects of our built environments on health and health outcomes is described by Frankin and Dunnenberg. Most health professionals' involvement in assessing and intervening with the environment has focused on risks to individuals; for example, preventing falls in the elderly by modifying their homes, teaching parents about childhood accident and poisoning prevention, car seats, and other voluntary behaviors. Nurses have been much less involved in intervening on behalf of populations on a larger scale.

5. What readily apparent opportunities to reduce negative impacts of built environments on populations can you identify that nurses could and should become more involved in?

2. What social/cultural barriers to built environment interventions might be most difficult to overcome and why? What should nursing's role be in overcoming those barriers?

5. When organizing for action to improve the built environment who are the key stakeholders that need to be included? How might you attract them to collaborate with you and others to address an issue such as improving community walkability? (for an explanation of this term click here)
Week 12 (11/10-11/16)  
Logic models and health promotion  
(Angel)

Overview of the Topic
Logic models are framework establishing tools that can facilitate the development, planning, and evaluation of health promotion programs. This week, we will discuss the use of logic models in health promotion, with a focus on using logic models to monitor and evaluate health promotion programs.

Objectives:
4. To describe the components, construction, and importance of logic models in health promotion planning.
5. Discuss the application of logic models in the development and evaluation of culturally and developmentally appropriate health promotion strategies.

Student Learning Outcome(s) Addressed: 2,3

Required Readings
4. Glanz pp 487-498; review PRECEDE-PROCEDE Model (Ch 18)

Optional Readings (Available in Lessons > Week 12 > Optional Readings)

Learning Activities
Online Assignments (initial posts due by midnight, Nov 16; responses to others' posts due by midnight Nov 25.)

Forum: DIY Logic Model
Logic models provide a helpful framework for determining appropriate outcomes through program development. For this assignment, draw a logic model to address how you would plan an event or program to improve oral hygiene among children in your community. (You can draw the logic model in PowerPoint or scan a hand-drawn model.) Please upload your logic model along with a brief overview of the elements of your logic model plan. Comment on the models and approaches of your classmates and discuss the different approaches you have come up with. (For your logic model, you can apply a commonly used model, such as PRECEDE-PROCEDE, or develop your own. Google around for helpful models, as well!)
Overview of the Topic
This week and next, we will discuss the reasons for evaluation, types of evaluation, and several approaches to health program evaluation. You will also focus on the current nature and process of systematic review of evidence for health promotion interventions and programs. Finally, as with health promotion in general, you will consider the role that ideology, health policy, and politics play in research and evaluation.

Objectives:
1. Summarize how selected research and evaluation approaches contribute to increasing the implementation of evidence-based health promotion interventions and programs.
2. Compare and contrast the benefits and detriments of conventional and community participatory approaches to program evaluation.
3. Assess selected sources of systematic reviews of evidence of effectiveness of health promotion.
4. Analyze how technical and conceptual factors impact the collection and interpretation of health promotion evidence.

Student Learning Outcome(s) Addressed: 3

Required Readings
1. Glanz Ch 21

Theory thought discussion questions
Consider the following question about the required readings in Issel and the article by Braithwaite. Prepare a response to discuss in class on November 19. Be prepared to provide substantive feedback to your classmates.

Participatory community based program development and evaluation designed to increase stakeholder involvement in the health promotion activity from planning through evaluation has increasingly been used in the past decade. How would you determine whether conventional planning and evaluation or participatory planning and evaluation would be the most appropriate approach for a program you were developing for your community? What criteria would you use to make this decision?

Learning Activities
Prepare theory thought discussion questions for discussion in class on Nov 19.
Overview of the Topic
<Continuation from last week>

Objectives:
<Continuation from last week>

Student Learning Outcome(s) Addressed: 3

Required Readings
5. Slides: The Community Guide: a Brief Overview
6. Website: The Guide to Community Preventive Services: Read the links for one of the 18 health topics (All Community Guide Topics on the top of the page if you hover over topics).

Learning Activities

Reminders
Submit the handout in the appropriate Drop Box in Angel (Lessons > Health Promotion Program Critique) by 11/30.
Submit your PowerPoint slides in the appropriate Drop Box in Angel (Lessons > Health Promotion Program Critique) by 11/30.

OPTIONAL online assignments
1. Consider the following questions about the article by Raphael. Select either “a” or “b”. Everyone must answer “c”. Post your response in the Issues in Evidence-Based Health Promotion discussion forum for Week 14. Provide substantive feedback to at least two of your classmates on two different questions.
   a. Raphael asserts that ideology and politics drive both problem identification and evidence acceptance. What illustrations of this assertion can you identify in your past or present experience with health promotion activities?
   b. Do you agree with Raphael’s proposition that decision-making in health promotion should be based “upon local evidence even when conclusions from the health promotion literature are available”? Why or why not?
   c. How might an advanced practice health promoter go about making the values base underlying health promotion decisions explicit, as suggested in this article? Where might resistance to this approach come from?
2. Systematic reviews of community prevention programs are a more recent addition to the growing body of evidence-based interventions available for community level health promotion program planning. Most of the important websites for systematic reviews of such evidence are included in Table 1 of the Rychetnik article, A Compendium of Critical Appraisal Tools for Public Health
Read one of the health topic chapters of your choice in *The Guide to Community Preventive Services*. Read representative information about this same topic on one of the other websites listed on Rychetnik Table 1.

1. Write a one paragraph summary (200-300 words) comparing the information about your topic in the two different review sites in terms of their potential usefulness for program planning and management.

2. State the level of strength of evidence you think has been provided about the health topic you have chosen and your rationale for that level. Post your comparison on the Week 14 forum on *Comparison of Review Sites.*

Reflection

Read the Wilson article and consider how the K2A model might be used to plan translation of evidence into practice or from practice into research. No writing required.
Overview of the Topic
In this session, students will present their group health promotion program critiques.

Student Learning Outcome(s) Addressed: 4

Objectives:
1. Discuss the nature and scope of existing prevention and health promotion programs.
2. Relate the purpose and objectives of the program to national health goals and to the health determinants they address.
3. Question the adequacy and relevance of key components of health promotion programs in relation to the overall goal(s) of the program.
4. Discuss the strengths and limitations in the cultural applicability of the program within a multi-cultural society.
5. Determine socio-political factors within the health care system and society at large that support or inhibit dissemination of the program to a wide audience.

Required Readings
1. None

Optional Readings
1. None

Learning Activities
Please come prepared to present and engage in a lively discussion on Dec 3. All students are required to report to their registered site (e.g., Spokane) for this date (no video-streaming).

Final Self-Evaluation (due by midnight, December 3)
You will find the online form via Lessons > Self-Evaluation of Participation.

Reminder
The deadline to request extra credit consideration is December 3.
Overview of the Topic
In this session, readings and discussions will center around ethics in health promotion. We will also cover, briefly, the design, implementation, and evaluation of health promotion programs in priority populations.

Objectives:
Student Learning Outcome(s) Addressed: 3

Required Readings
3. An ethical framework for health promotion. Available here: http://www.rspb.org.uk/download.cfm?docid=65A7BAC8-C1FC-43F2-9DAA239AD908B5DC
4. Glanz pg. 225-229
5. Choose and read one article that interests you the most from the following. (Those that you did not choose are optional):
   e. Madigan et al. (2007). Healthy hair starts with a healthy body: hair stylists as lay health advisors to prevent chronic kidney disease. Preventing Chronic Disease, 4, 78-87

Reflection
Think about the health promotion program you evaluated for your group project. What were the ethical or cultural issues that were discussed? How did your program align with the values and principles outlined in the Framework for Ethical Health Promotion?

Thank you for a fantastic semester! Please complete the course feedback (on Angel) and faculty evaluations.
Course Syllabus: NURS 564 - Health Promotion in Nursing Practice