

# Cover Sheet: Request 9957

## NGR6200 Health Promotion

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Kiley,Cecile D ckiley@ufl.edu
Created	1/27/2015 10:50:09 AM
Updated	3/16/2015 2:43:38 PM
Description	This is a new course in the DNP curriculum.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	NUR - Nursing 313101000	Haddad, Linda		1/27/2015
College	Approved	NUR - College of Nursing	Haddad, Linda		1/27/2015
University Curriculum Committee	Approved	PV - University Curriculum Committee (UCC)	Gebhardt, Susan	Added to the February agenda as a informational item	1/28/2015
Statewide Course Numbering System	Recycled	REG - Office of the Registrar (OUR)	Garfield, Wanda	This request was accidentally approved. Recycled back to UCC per Susan Gebhardt's request.	2/5/2015
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Gebhardt, Susan	Added to the February agenda	2/5/2015
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Gebhardt, Susan	Added to the March agenda	3/16/2015
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/16/2015
Statewide Course Numbering System					
Office of the Registrar					
Student Academic Support System					
Catalog					
College Notified					

## UCC1: New Course Transmittal Form

### Recommended SCNS Course Identification

1. Prefix NGR 2. Level 6 3. Number 200 4. Lab Code None

5. Course Title Health Promotion  
6. Transcript Title (21 character maximum)  
Health Promotion

7. Effective Term Fall 8. Effective Year 2015 9. Rotating Topic? No  
10. Amount of Credit 3 11. variable, # minimum and # maximum credits per semester.  
12. Repeatable credit? No 13. If yes,  
14. /U Only? No 15. total repeatable credit allowed # Contact Type  
16. Degree Type Professional 17. Regularly Scheduled [base hr] If other,  
please specify: [Click here to enter text.](#)  
18. Category of Instruction Introductory

19. Course Description (50 words maximum)

This course provides the student with a theoretical foundation for wellness, health promotion, disease prevention, and behavioral modification for individuals, aggregates and populations. The environmental, socioeconomic, epidemiological and cultural context of health behaviors will be explored.

20. Prerequisites

None

21. Co-requisites

Non

22. Rationale and Placement in Curriculum

This is a new course in the revised DNP curriculum.

23. Complete the syllabus checklist on the next page of this form.

### Syllabus Requirements Checklist

The University's complete Syllabus Policy can be found at:

[http://www.ua.ufl.edu/Data/Sites/18/media/policies/syllabi\\_policy.pdf](http://www.ua.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)

The syllabus of the proposed course **must** include the following:

- ☒ Course title
- ☒ Instructor contact information (if applicable, TA information may be listed as TBA)
- ☒ Office hours during which students may meet with the instructor and TA (if applicable)
- ☒ Course objectives and/or goals
- ☒ A weekly course schedule of topics and assignments.
- ☒ Methods by which students will be evaluated and their grades determined
- ☒ Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.
- ☒ List of all required and recommended textbooks
- ☐ Materials and Supplies Fees, if any
- ☒ A statement related to class attendance, make-up exams and other work such as: *"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."*
- ☒ A statement related to accommodations for students with disabilities such as: *"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."*
- ☒ A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>."*

It is **recommended** that the syllabus contain the following:

- ☒ Critical dates for exams or other work
- ☒ Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- ☒ The university's honesty policy regarding cheating, plagiarism, etc.

*Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.*

- ☒ Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department  
 Nursing 313101001

Name and Title  
 Linda Haddad, Associate Dean for Academic Affairs

Phone Number  
 273-6520

E-mail  
 lhaddad@ufl.edu

Comments

The College of Nursing has consulted with Dr. Catherine Striley, from PHHP Department of Epidemiology regarding NGR 6200 Epidemiology and Population Health Promotion. The College of Nursing has modified the language of the course title and course and it no longer overlaps with existing Epidemiology courses.

*we will manage the*

Department  
*Epidemiology*

Name and Title  
*LINDA COTTLER - CHAIR*

Phone Number  
*273 5468*

E-mail  
*LBCOTTLER@UFL.EDU*

Comments

*we will allow the overlap with our courses with the changes suggested.*

Department

Name and Title

Phone Number

E-mail

Comments

UNIVERSITY OF FLORIDA  
COLLEGE OF NURSING  
COURSE SYLLABUS  
SEMESTER/YEAR

COURSE NUMBER                      NGR 6200

COURSE TITLE                        Health Promotion

CREDITS                                3

PLACEMENT                         DNP Program

PREREQUISITE                        None

COREQUISITE                        None

FACULTY                               Karen S.Reed, MSN, DHSc, RN, CNL, CRRN  
[ksreed@ufl.edu](mailto:ksreed@ufl.edu) HPNP 3228 (352) 273-6097  
Virtual Office Hrs: Canvas Chat Room- Sunday Nights 8-9:30PM  
Physical Office Hours: Mondays 1:00-3:00pm

COURSE DESCRIPTION

This course provides the student with a theoretical foundation for wellness, health promotion, disease prevention, and behavioral modification for individuals, aggregates and populations. The environmental, socioeconomic, epidemiological and cultural context of health behaviors will be explored. The emphasis is on theories and research to promote and preserve wellness lifestyles in client populations, disease risk appraisal and reduction strategies. Students will assess population health models, frameworks, and practice guidelines to address health status of populations and sources of health inequalities.

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

1. Apply epidemiological principles to draw inferences regarding the health status of diverse client populations.
2. Analyze risk factors and recommended prevention strategies to improve population health.
3. Design health promotion and disease prevention strategies that are equitable and responsive to the cultural and ethnic identity, and values of client.
4. Integrate principles of behavioral change and anticipatory guidance in the development of culturally relevant and linguistically appropriate health education, communication strategies and interventions.
5. Evaluate the effectiveness of health promotion and disease prevention programs on individual and population-based health outcomes.

COURSE SCHEDULE

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <https://lss.at.ufl.edu/>. There are several tutorials and student help links on the E-Learning login

site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

### TOPICAL OUTLINE

- Health Promotion
  - Measurement of Health at population level
  - Epidemiological methods to measure disease in population
  - National Health goals and practice guidelines
  - Social Determinants of Health
    - Health Disparities in Vulnerable Populations
    - Promoting Health Equity and social justice
- Theories and Models related to wellness, health promotion and disease prevention Health Behavior
  - The Health Belief Model
  - Self-Efficacy and Social Cognitive Theory
  - The Health Promotion Model
  - Transtheoretical Model
  - The PRECEDE-PROCEED Model
  - Epidemiological principles in community assessments
- Health Promotion-Prevention Program Design & Evaluation
  - Principles of Program Evaluation
  - The Health Program Planning Process –
  - Designing Culturally-Competent Health Promotion Programs
- Evaluating Practice at the Population Level
  - Approaches to Evaluation for nursing Health Promotion Interventions
  - Process or Outcome Evaluation
  - Deciding Which Health Outcomes to Measure
  - Economic Impact
  - Local, state national and global initiatives for targeting wellness

### TEACHING METHODS

Lecture, audiovisual materials, written materials, and presentation of case studies.

### LEARNING ACTIVITIES

Readings, participation in discussion, case study analysis, and study questions.

### EVALUATION METHODS/COURSE GRADE CALCULATION

Written examinations:	40%
Discussion board participation:	20%
Projects	<u>40%</u>
	100%

### MAKE UP POLICY

It is not possible for students to make up missed class. Assignments are expected to be submitted by the due dates and times given by faculty. There will be a deduction of one point per day for any graded assignment (except tests) that is posted or submitted late.

#### GRADING SCALE/QUALITY POINTS

A	95-100 (4.0)	C	74-79* (2.0)
A-	93-94 (3.67)	C-	72-73 (1.67)
B+	91- 92 (3.33)	D+	70-71 (1.33)
B	84-90 (3.0)	D	64-69 (1.0)
B-	82-83 (2.67)	D-	62-63 (0.67)
C+	80-81 (2.33)	E	61 or below (0.0)

\* 74 is the minimal passing grade

#### UF GRADING POLICY

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

#### ATTENDANCE

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students are expected to be present for all scheduled classes, other learning experiences, and examinations. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course instructor **prior** to the scheduled class or as soon as possible thereafter. Instructors will then make an effort to accommodate **reasonable** requests.

#### ACCOMMODATIONS DUE TO DISABILITY

Each semester, students are responsible for requesting a memorandum from the Disability Resource Center (<http://www.dso.ufl.edu/index.php/drc/>) to notify faculty of their requested individual accommodations. This should be done at the start of the semester.

#### FACULTY EVALUATION

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

#### UNIVERSITY AND COLLEGE OF NURSING POLICIES:

Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Academic Honesty

Religious Holidays

Counseling and Mental Health Services

Student Handbook

## Student Use of Social Media

### REQUIRED TEXTBOOKS

Curley, Ann L. & Vitale, Patty A. (2011). *Population-Based Nursing: Concepts and Competencies for Advanced Practice*. ISBN-13: 9780826106711

### RECOMMENDED TEXTBOOKS

None

### WEEKLY CLASS SCHEDULE

WEEK	TOPIC	ASSIGNMENTS
1	Measurement of Health at population level  Epidemiological methods to measure disease in population	Review Syllabus & Welcome Begin Content Sharing assignment
2	<ul style="list-style-type: none"><li>• National Health goals and practice guidelines</li><li>• Social Determinants of Health<ul style="list-style-type: none"><li>○ Health Disparities in Vulnerable Populations</li><li>○ Promoting Health Equity and social justice</li></ul></li></ul>	Assigned class readings Discussion boards submission
3	<ul style="list-style-type: none"><li>• Theories and Models related to wellness, health promotion and disease prevention Health Behavior<ul style="list-style-type: none"><li>○ The Health Belief Model</li><li>○ Transtheoretical Model</li><li>○ The PRECEDE-PROCEED Model</li></ul></li></ul>	Assigned class readings Discussion boards submission
4	Theories and Models related to wellness, health promotion and disease prevention Health Behaviour <ul style="list-style-type: none"><li>○ Self-Efficacy and Social Cognitive Theory</li></ul> The Health Promotion Mode	Discussion boards submission Assigned class readings Exam 1
5	Theories and Models related to wellness, health promotion and disease prevention Health Behavior <ul style="list-style-type: none"><li>○ Epidemiological principles in community assessments</li><li>○</li></ul>	Assigned class readings Discussion boards submission
6	<ul style="list-style-type: none"><li>• Health Promotion-Prevention Program Design &amp; Evaluation<ul style="list-style-type: none"><li>○ Principles of Program</li></ul></li></ul>	Discussion boards submission Assigned class readings Exam 2



	Evaluation ○	
7	<ul style="list-style-type: none"> <li>• Health Promotion-Prevention Program Design &amp; Evaluation <ul style="list-style-type: none"> <li>○ The Health Program Planning Process –</li> <li>○ Designing Culturally-Competent Health Promotion Programs</li> </ul> </li> </ul>	
8	<ul style="list-style-type: none"> <li>• Health Promotion-Prevention Program Design &amp; Evaluation <ul style="list-style-type: none"> <li>○ Designing Culturally-Competent Health Promotion Programs</li> </ul> </li> </ul>	Discussion boards submission
9	<ul style="list-style-type: none"> <li>• Evaluating Practice at the Population Level <ul style="list-style-type: none"> <li>○ Approaches to Evaluation for nursing Health Promotion Interventions</li> </ul> </li> </ul>	Exam 3 Assigned class readings Discussion boards submission
10	<ul style="list-style-type: none"> <li>• Evaluating Practice at the Population Level <ul style="list-style-type: none"> <li>○ Process or Outcome Evaluation</li> </ul> </li> </ul>	Assigned class readings Discussion boards submission
11	<ul style="list-style-type: none"> <li>• Evaluating Practice at the Population Level <ul style="list-style-type: none"> <li>○ Deciding Which Health Outcomes to Measure</li> <li>○ Economic Impact</li> </ul> </li> </ul>	Assigned class readings Discussion boards submission
12	Projects consultation	Discussion boards submission Draft project due
13	Disseminating of the projects	Project presentation

Approved: Academic Affairs Committee: 01/15  
Faculty: 01/15  
UF Curriculum: