

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

**Health Promotion and Restoration
Nursing 304**

Prepared By: Dr. Ryan Young

SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE
Nursing
April 2015

Nursing 304 Health Promotion and Restoration

- A. **TITLE:** Health Promotion and Restoration
- B. **COURSE NUMBER:** Nursing 304
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** no.
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 hours lecture weekly

1 credit= 1 hour lecture or 3 hours lab or 3 hours of clinical per week

H. **CATALOG DESCRIPTION:**

This course provides the student with knowledge of the major individual and community models and theories that guide health-promotion interventions across the life span. This course presents information that enhances the students' ability to provide holistic health promotion and preventive care. The planning, implementing and evaluating of health promotion, prevention, and restoration activities for individuals, families, and communities is stressed.

I. **PRE-REQUISITES/CO-COURSES:**

- NURS 300 Conceptual Frameworks in Nursing
- NURS 303 Health Assessment in Nursing

J. **GOALS (STUDENT LEARNING OUTCOMES):**

By the end of this course, the student will:

Course Student Learning Outcomes (SLOs)	Institutional SLOS
a. Compare and contrast conceptual foundations and theoretical approaches to health.	Professional Competence Communication Critical Thinking
b. Articulate the critical role of the nurse in health promotion across the life-span.	Professional Competence Communication Critical Thinking

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| c. Describe the expected outcomes of nursing health assessment and promotion across the life-span. | Professional Competence
Communication
Critical Thinking |
| d. Implement health promotion strategies and interventions in the clinical setting utilizing evidence-based findings. | Communication
Inter/Intrapersonal Skills
Critical Thinking
Professional Competence |
| e. Critically examine the multidimensional factors influencing health promotion. | Critical Thinking
Professional Competence |
| f. Identify the biological, ecological, psychological, emotional, sociocultural, and spiritual dimensions and characteristics of clients across the life-span. | Professional Competence
Critical Thinking |

K. TEXTS:

Edelman, C.L., Kadima, E. C.,& Mandle, C. L. (2014). *Health promotion throughout the life span* (8th ed). St. Louis, MO: Elsevier.

L. REFERENCES:

M. EQUIPMENT: Computer with internet access.

N. GRADING METHOD: A – F

O. MEASUREMENT CRITERIA/METHODS:

- Case scenarios
- Discussion board forums
- Teaching-learning project
- Quizzes
- Reflective activities

P. DETAILED COURSE OUTLINE:

- I. Conceptual foundations and theoretical approaches to health
 - A. Biological theories
 - B. Behavioral
 - C. Ecological
 - D. Socio-cultural
 - E. Psycho-Emotional
 - F. Humanistic
 - G. Cognitive
 - H. Moral
 - I. Nursing applications
- II. Concepts and Theories of Health Promotion
 - A. Health promotion and disease prevention.

- A. Barriers to health care services
- B. Health promotion theories and models
- C. Stress and crisis theories
- D. Complementary and alternative therapies
- E. Improving health care practices
- F. Principles of growth and development
- G. Nursing applications

III. Environmental Influences

- A. Air pollution
- B. Water pollution
- C. Food pollution
- D. Noise pollution
- E. Occupational hazards
- F. Personal responsibility
- G. Bioterrorism
- H. Nursing applications

IV. Sociocultural Influences

- A. Cultural populations in the United States
- B. Characteristics of culture
- C. Comparing and contrasting diverse cultures
- D. Socioeconomic levels
- E. Influences of culture on health
- F. Nursing applications

V. Influence of the Family Structure

- A. Family composition
- B. Purposes, roles, and functions of the family
- C. Family adaptation
- D. Stages of family development
- E. Family interactions and parenting practices
- F. Alternative family life-styles
- G. Influence of societal changes
- H. Nursing applications

VI. Spiritual and Religious Influences

- A. Current perspectives
- B. Definitions
- C. Related research
- D. World religions and beliefs systems
- E. Nursing applications

VII. Prenatal and Other Developmental Influences

- A. Conception
- B. Stages of prenatal development
- C. Prenatal influences on development
- D. Variables related to childbirth

- E. Early childhood variables
- F. Sociocultural factors
- G. Nursing application
- VIII. Health Promotion during Infancy
 - A. Family development and relationships
 - A. Physiological concepts related to the neonate
 - B. Physiological concepts related to the infancy
 - C. Nutritional needs
 - D. Breastfeeding
 - E. Sleep patterns
 - G. Play activities
 - F. Health promotion
 - G. Psychosocial concepts
 - H. Nursing applications
- IX. Health Promotion during the Toddler Years
 - A. Family development and relationships
 - B. Influence of the family
 - C. Physiological concepts
 - C. Nutritional needs
 - D. Play, exercise, rest, and sleep
 - E. Health promotion
 - F. Psychosocial concepts
 - G. Nursing applications
- X. Health Promotion during the Pre-School Years
 - A. Family development and relationships
 - B. Physiological concepts
 - C. Nutritional needs
 - D. Health promotion
 - E. Psychosocial concepts
 - F. Nursing applications
- XI. Health Promotion during the School Years
 - A. Family development and relationships
 - B. Physiological concepts
 - C. Nutritional needs
 - D. Rest and exercise
 - E. Health promotion
 - F. Psychosocial concepts
 - G. Nursing applications
- XII. Health Promotion during the Adolescent Years
 - A. Family development and relationships
 - B. Physiological concepts
 - C. Nutritional needs
 - D. Exercise, play, and rest
 - E. Psychosocial concepts
 - F. Health promotion
 - G. Risk-taking behaviors
 - H. Nursing applications

- XIII. Health Promotion during the Young Adult Years
 - A. Family development and relationships
 - B. Physiological concepts
 - C. Nutritional needs
 - D. Biological rhythms
 - E. Physical fitness and exercise
 - F. Psychosocial concepts
 - G. Lifestyle options
 - H. Health promotion
 - I. Nursing applications
- XIV. Health Promotion during Middle Age
 - A. Family development and relationships
 - B. Physiological concepts
 - C. Health promotion
 - D. Psychosocial concepts
 - E. Transition to late maturity
 - F. Nursing applications
- XV. Health Promotion during Later Maturity
 - A. The aging population
 - B. Societal perspectives on aging
 - C. Theories of aging
 - D. Family development and relationships
 - E. Physiological concepts
 - F. Health promotion
 - G. Psychological concepts
 - H. Living in the community
- XVI. Death and Dying
 - A. Issues related to death and dying
 - B. Assisted suicide
 - C. Adult's concepts of death
 - D. Health promotion and nursing applications

Q. LABORATORY OUTLINE: N/A