Health Promotion and Disease and Injury Prevention II
NUR 334 001
C160/170
Theory: Friday 10-11:50 AM
Clinical: Monday 7:00 AM-1:30 PM and Wednesday 9:00 AM-3:30 PM
3 Credits (2 Theory/1 Clinical)
Fall 2016

I. Catalog Course Description: Principles and practices of health promotion, risk reduction and
injuring prevention to provide nursing care for individuals, families and communities across the lifespan.

II. Course Objectives:

1. Incorporate liberal education principles into application, synthesis, and evaluation of course
   concepts (1.1; 1.2)
2. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and
   others, and professional boundaries with the interprofessional team and stakeholders (8.4)
3. Contribute the unique nursing perspective to interprofessional teams to advocate for optimal health
   outcomes for individuals, families, and communities across the lifespan (5.12; 6.4)
4. Analyze the relationship of protective and predictive factors, including genetics and genomics, with
   regard to health promotion, prevention, screening, diagnostics, prognostics, selection of treatment,
   and monitoring of treatment effectiveness for individuals, families, and communities across the
   lifespan (7.1; 9.2)
5. Utilize evidence and clinical judgment to incorporate interprofessional and patient perspectives to
   ensure health promotion and risk reduction interventions across the lifespan using the nursing
   process (1.5; 1.7; 3.1; 3.6; 5.1; 5.3; 5.6; 6.2; 7.7)
6. Develop creative, evidence-based strategies for individuals, families, and communities across the
   lifespan to achieve health promotion and risk reduction behavioral outcomes, considering quality
   and patient safety initiatives, complex system issues, and stakeholder preferences (2.5; 2.8; 2.12; 6.6;
   9.22)
7. Participate in clinical prevention and population-based interventions with attention to efficacy,
   efficiency, cost-effectiveness, and equality (7.11)
8. Evaluate the evidence in order to provide health teaching and counseling, behavioral change
   techniques, screening, and referral so that care reflects developmental stage, age, culture, spirituality,
   patient preferences, and health literacy to foster patient engagement leading to health promotion and
   risk reduction (7.4; 7.5; 9.7)
9. Differentiate among various health care technologies, information systems, and communication
   devices that support health promotion and risk reduction interventions at an individual, family,
   community, and population level across the lifespan (4.1)
10. Critique the credibility of sources used for health education and preventive care, including but not
    limited to databases and Internet resources (3.4; 7.6)
11. Evaluate the use of complementary and alternative modalities within the context of health care
    systems (9.17)
12. Advocates to prevent unsafe, illegal, or unethical care practices across the lifespan (7.12)
13. Examine an ethical framework to evaluate the impact of social policies on issues of access, equality,
    affordability, health disparities, and social justice for vulnerable populations across the lifespan (5.8;
    5.9; 7.1)
III. Additional Course Detail:

This course (NUR 334) is part of the Primary Health Care Nursing (PHCN) Pathway which includes health promotion, disease prevention, primary care, population health, and community development within an integrated systems framework. Courses in the PHCN Pathway include:

NUR 324
NUR 334
NUR 436
NUR 437
NUR 471

IV. Prerequisites: NUR 324; NUR 322

V. Co-requisites: NUR 332; NUR 371

VI. Standards Documents:
[http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf](http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf)


VII. Course Faculty:

**Faculty:** Seung Hee Choi, PhD, RN  
**Contact Information:** seunghhee.choi@hc.msu.edu  
**Office Hours:** Fridays 12:00-2:00 pm, Office: C250 Bott Building  
**Note:** Times can be arranged to accommodate student schedules.

**Faculty:** Karla Palmer, MSN, RN, NCSN  
**Contact Information:** karla.palmer@hc.msu.edu  
**Office Hours:** By Appointment  
**Note:** Times can be arranged to accommodate student schedules.

**Faculty:** Donna Moyer, PhD, RN, PCNS-BC  
**Contact Information:** donna.moyer@hc.msu.edu  
**Office Hours:** By Appointment  
**Note:** Times can be arranged to accommodate student schedules.

**Faculty:** Christina Cieslik, MSN, RN  
**Contact Information:** christina.cieslik@hc.msu.edu  
**Office Hours:** By Appointment  
**Note:** Times can be arranged to accommodate student schedules.
Faculty: Michelle Schaffrath, DNP, MSN, RN, BSW  
Contact Information: michelle.schaffrath@hc.msu.edu  
Office: A274 Life Sciences  
Office Hours: By Appointment  
Note: Times can be arranged to accommodate student schedules.

Faculty: Roxane Chan, PhD, RN, AHN-BC, LMT  
Contact Information: roxane.chan@hc.msu.edu  
Office: C242 Bott Building  
Office Hours: By Appointment  
Note: Times can be arranged to accommodate student schedules.

Faculty: Callie Harris, MSN, RN  
Contact Information: callie.harris@hc.msu.edu  
Office Hours: By Appointment  
Note: Times can be arranged to accommodate student schedules.

DMC Faculty: Rhonda Conner-Warren, PhD, RN, CPNP-PC  
Contact Information: rhonda.conner-warren@hc.msu.edu  
Office: A105 Life Sciences  
Office Hours: By Appointment  
Note: Times can be arranged to accommodate student schedules.

DMC Faculty: Stephanie Gray, Site Coordinator Detroit Campus  
Contact Information: stephanie.gray@hc.msu.edu  
Office: C242 Bott Building  
Office Hours: By Appointment  
Note: Times can be arranged to accommodate student schedules.

VIII. Instruction:

a. Methodology: This course contains both a theoretical and clinical component. These components foster integration and application of health promotion and disease and injury prevention in nursing. Theoretical material will be presented in both traditional lecture and interactive application of concepts to facilitate synthesis of contents. Completion of assigned readings prior to class is necessary to understand and integrate material. A collaborative learning model will be utilized for discussion and assimilation of concepts during course time. The clinical experience will provide immersion in the community setting. You will learn through assigned readings, lectures, learning group activities and presentations, examinations, and clinical field experiences and observations.

b. Writing Requirements: Written assignments will be grade using the rubrics on D2L. APA Style is required for written assignments unless an exception is made by the faculty.

c. Use of laptops, iPads, and other online devices: Students will no longer have the option of using laptops, IPADs, tablets, smart phones or other electronic online devices during theory classes unless instructed by the faculty member for a specific assignment. Students are encouraged to refrain from printing out the PPT slides. To facilitate note-taking faculty will number each slide enabling students to readily link slides with written notes. No Taping of lectures or presentations without instructor consent. You will be allowed to use your laptop to take the quizzes and exams only.
d. Required Texts:


Other readings, videos, and other materials as assigned in D2L weekly Learning Guides. These items are selected because they provide useful and engaging information relevant to the course not available in the required texts. All materials should be reviewed before class, will be referenced in class, used by students for class and clinical activities, and to study for examinations.

e. Required Equipment

- College of Nursing Community Uniform (khakis and MSU CON polo)
- College of Nursing ID Badge (to be obtained through the CON)
- Stethoscope (with bell and diaphragm)
- Watch with second hand or second hand function
IX. American Nurses Association Electronic Books (E-books)

http://tinyurl.com/codeofethics2015 Silver Spring, MD

*American Nurses Association (2015). **Nursing: Scope and Standards of Practice**
http://tinyurl.com/scopeandstandards2015 Silver Spring, MD


(*Note to Students: Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: http://libguides.lib.msu.edu/nursingebooks. These e-books allow unlimited concurrent users.)

Optional Texts: None

X. Required Resources, References, Supplies

TurningTechnologies Responseware:
A video version of the walkthrough can be found here: http://bit.ly/1RVL4je

1. Using your MSU email account please create your TurningTechnologies account at: https://account.turningtechnologies.com
2. Once account has been created and you are logged into your account click on the License link to purchase a software license.
3. Purchase a 1 – 4-year software license
4. Download the TurningTechnologies Responseware app from either the Apple App Store or the Android Marketplace
5. When in class your instructor will supply you with a Session ID that will be used to answer the questions during class

D2L Help Line
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
http://help.d2l.msu.edu (or use the D2L Help link)
Always check with the D2L Help Line first!

Frequently Called Telephone Numbers
Simulation Lab, Life Sciences; 355-5765 (with answering machine)
Media Lab (Andy Greger) Life Sciences, 353-9020
College of Nursing Student Support Services A117 Life Sciences 353-4827.
DMC-College of Osteopathic Medicine, 4707 St. Antoine St, Detroit, MI 48201, 517-884-9674
XI. Evaluation:

a. **Learning Assessments and Grading:** NUR 334 course grade will be calculated as shown in the table below. In order to pass the course with a 2.0 or higher, the student must also earn an assessment average of ≥75% and a pass in clinical utilizing the Clinical Evaluation Tool. A student who earns an assessment average of <75% will not pass NUR 334. A student who is determined by the clinical faculty to have deficiencies in clinical will receive an unsatisfactory rating on the final clinical evaluation and will not pass NUR 334.

b. Additionally, any student deemed unsafe in Clinical as determined by faculty will receive a failing grade in the course.

<table>
<thead>
<tr>
<th>Items Graded</th>
<th>Weight (Percent of Course Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holistic Assessment of Individual Needs (written)</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Presentation - Individual focused assignment using community resources folder developed in NUR 324</td>
<td>10%</td>
</tr>
<tr>
<td>Group Project: Health Fair</td>
<td>20%</td>
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<tr>
<td>Community Visit</td>
<td>5%</td>
</tr>
<tr>
<td>* Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>* Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

*Items marked with an asterisk are considered learning assessments. Students must earn an average assessment score of ≥75% to pass the course.*

XI. Examinations:

a. **Tardiness**
   If a student is late, he/she will only be allowed the allotted time remaining to complete the exam.

b. **Absences**
   Students must notify course faculty of any absence prior to the start of the exam

XII. Excused Absence

a. Absence from an exam may be excused for such reasons as a family death, serious familial illness, court mandated appearance, and personal illness (requiring HCP documentation).

b. Any absence must have appropriate documentation in order to be excused. Course faculty will make the determination of whether an absence is excused if it meets the above criteria.

c. **Proctor Process:** See the BSN Student Handbook for the proctoring process
XIII. Unexcused Absence

a. No make-up exam will be scheduled. Student will receive a zero grade.

XV. Make-Up Exams (for excused absences only)

a. Students must contact the faculty member to schedule the make-up examination. The exam must be made-up within 1 week of the original examination date; any extension beyond 1 week is at the discretion of faculty and would only occur in the event of extraordinary circumstances. Faculty will determine the date and time of the make-up exam.

b. Make-up exams may differ from the original exam and include, for example, essay, short answer, matching, and true/false type questions.

XVI. Late Assignments:

All students are expected to turn their assigned work in on the dates and times specified on the Course Calendar, unless prior arrangements have been made with the Course Coordinator. Late assignments if accepted carry a penalty. If the assignment is accepted, five percentage points per day will be subtracted for paperwork that is late (these will be subtracted starting from the time the assignment is due). If more than one assignment is late, there will be an increase in the amount of points being subtracted from subsequent late assignments.

XVII. Course Grading Scale: The standard College of Nursing grading scale will be utilized.

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<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>89-93.99%</td>
<td>3.5</td>
</tr>
<tr>
<td>84-88.99%</td>
<td>3.0</td>
</tr>
<tr>
<td>79-83.99%</td>
<td>2.5</td>
</tr>
<tr>
<td>75%-78.99%</td>
<td>2.0</td>
</tr>
<tr>
<td>70%-74.99%</td>
<td>1.5</td>
</tr>
<tr>
<td>65%-69.99%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

CON does not round Course Grades. (eg, 93.9% = 3.5)

*For specific information regarding grading related to student progression through the curriculum, please refer to the “Progression through the Major Policies” section of the Baccalaureate Student Handbook
XVIII. **Professionalism:** It is expected that a professional, courteous, and positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. It is expected that you will be on time to theory, lab and clinical. If for some reason you have to be late or leave early, the course coordinator or your lab instructor should be notified and plans will be made so you will not disturb the entire class. Talking, reading the newspaper, utilizing personal computers to surf the web and sleeping are considered unacceptable during lecture. Asking questions and requesting clarification of information is highly encouraged as student input is valued and worthwhile. Timeliness, honesty and integrity, a positive attitude, assertive communication skills and motivation are some of the personal skills that one should be developing, or refining, during nursing school. These positive skills will be utilized in your two years at the College of Nursing and in your chosen profession.

XIX. **Clinical Course Compliance Requirements**

All Michigan State University College of Nursing (CON) Undergraduate Nursing Students are **required to be in compliance** with all health/immunization requirements, criminal background checks, BLS certification, blood borne pathogen training, HIPAA training, and any other agency specific requirement while in the nursing program (Refer to BSN Handbook for detailed policy and procedures).

Students will be considered **out of compliance** if a designated immunization or other item required to be submitted to the University Physician’s Office, Office of Student Support Services, ACEMAPP, or other agency is not updated by the designated deadline.

Students enrolled in clinical nursing courses who are out of compliance will receive a **1% reduction** to the overall course grade which will be applied at the end of the semester for each item out of compliance during the course. If an item is not brought into compliance within 1 week an **additional 1% reduction** will be taken for each week the student is out of compliance.

Additionally, students enrolled in clinical courses who are identified as out of compliance will not be permitted to attend clinical until documentation has been submitted to the correct compliance monitoring office. Clinical absences that result from out of compliance status may affect the ability of the student to successfully meet clinical course objectives, which may result in course failure.

a. Your clinical experiences in this course will be in community settings for six hours every other week. As compared to institutional settings, this setting has a different “look and feel.” Sometimes community settings can seem more “casual” than institutional settings. Nonetheless, it is important to use the same professional behavior in this setting as you have in other settings. Your professional behavior sends a positive message to the communities we serve about the MSU CON and the nursing profession.

b. The dress code for this course is your green MSU polo shirt, khaki pants, and shoes that are clean and appropriate for the setting. Your name tag is required. Please follow all other dress code requirements outlined in the BSN Student Handbook.

c. It is expected that a professional, courteous, and positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. It is expected that you will be on time to theory and clinical. If for some reason you have to be late or leave early, the course coordinator or your clinical instructor should be notified and plans will be made so you will not disturb the entire class. Talking, reading the newspaper, utilizing the College of Nursing or personal computers to surf the web and sleeping are
considered unacceptable during lecture. Asking questions and requesting clarification of information is highly encouraged as student input is valued and worthwhile. Timeliness, honesty and integrity, a positive attitude, assertive communication skills and motivation are some of the personal skills that one should be developing, or refining, during nursing school. These positive skills will be utilized in your time at the College of Nursing and in your chosen profession. The class will discuss a code of conduct for NUR 334 lecture and agree on expected and acceptable behaviors during the first week of the semester.

Guidelines to Enhance Personal Safety

The following are recommendation to enhance personal safety when traveling to and from clinical experiences.

Travel Using Public Transportation
- Follow the recommended route when traveling by bus or subway.
- Know the directions to the clinical site prior to leaving home.
- Travel in groups, never alone.
- Have your clinical faculty member’s telephone number in your cell phone in case you become lost.
- Never carry a purse. Keep your money and keys in a small wallet that fits in your pocket.
- Always walk with one arm free.
- Walk with confidence. Use eye contact when looking at others.
- Do not openly display technology when traveling, e.g. laptops, I-Pads, MP3 player, or I-phones.
- Do not talk on your phone or text while walking. Do not have earbuds in use.
- Be aware of your surroundings; do not engage in excessive conversation.
- Avoid isolated areas.
- Trust your instincts. If you feel unsafe, leave the area. Call your instructor when it is safe to do so.
- Communicate any safety concerns to your clinical instructor or any faculty member immediately.

Travel Using Personal Vehicle
- Obtain directions to site prior to the first clinical day.
- Test drive your vehicle to the clinical site and calculate estimated travel time.
- Check with your clinical instructor about the availability for parking prior to deciding to drive.
- If street parking is the only option, park in view of the clinic site.
- Residents often save a parking spot by placing lawn chairs in front of their homes. Do not remove.
- Keep your doors locked at all times while in vehicle.
- Do not text or talk on your cell phone while driving, parking, and exiting your vehicle.
- Lock your car upon exiting. Lock valuables in your trunk prior to traveling to the clinical site. Never have valuables visible in your car.
- Do not carry a purse; keep money and valuables in a pocket.
- Do not exit the car if you feel unsafe. Find a different parking spot or call your instructor.
- When returning to your car, have keys in hand when leaving the clinical site.
- Do not drive down dead-end streets which makes turning around difficult.
- Do not drive down alleys with debris or glass which may cause flat tires.
- Do not drive down narrow streets which could restrict movement if you need to exit the vehicle.
XX. Honors Option

H-Option is available for this course. Please refer the BSN Student Handbook for guidance about how to complete the H-Option.

XXI. Attendance:

Nursing is a professional program and attendance is an expectation. If you are unable to attend NUR 334 Clinical related to an emergency or serious illness, notification of the clinical instructor must be made prior to the Lab or Clinical experience time. Failure to assume responsibility and accountability for lab or clinical attendance will result in the student being individually counseled and reported to the Course Coordinator. It is expected that students will be on time for lab and clinical. Excessive absence and or tardiness, or a perceived pattern of absences or tardiness may result in a 0.0 being awarded for the course. If a message is left on voice mail or an answering machine, it is the student’s responsibility to follow up the recorded message with a personal conversation within 24 hours. Attendance for clinical is required. Any missed hours will be made up on designated dates for successful completion of the course.

XXII. University & College Policies:

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON BSN Student Handbook: http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm
- Information for MSU Students: http://www.msu.edu/current/index.html
- Academic Programs: http://www.reg.msu.edu/AcademicPrograms
- Code of Teaching Responsibility and Student Assessments and Final Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514
- Integrity of Scholarship and Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534

University Policies:

Academic integrity: Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide http://splife.studentlife.msu.edu/ and/or the MSU Web site: www.msu.edu). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR 334.
Students who violate MSU rules may receive a penalty grade, including—but not limited to—a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work.

See also https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations

Grief Policy:

The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in his/her classes. It is the responsibility of the student to: a) notify the Associate Dean by completing the grief absence request form https://reg.msu.edu/StuForms/Stuinfo/GriefAbsenceForm.aspx; b) complete all missed work as determined by the instructor. It is the responsibility of the Associate Dean or designee to: a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) notify the faculty that the student will be absent, and c) receive verification of the authenticity of a grief absence request upon the student’s return. It is the responsibility of the instructor to work with the student to: a) make reasonable accommodations and b) to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

Accommodations for students with disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.

Disruptive behavior: Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

College of Nursing Policies: Professional Development Guidelines found in CON Student Handbooks at CON website http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm. Students are responsible for the information found in the CON BSN Student Handbook.
<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Specific Content</th>
<th>Classroom Activities</th>
<th>Lab/Clinical Content/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Health Assessment &amp; Promotion</strong></td>
<td>Wellness management: health assessment/health screenings (Choi) Chronic conditions and functional limitations (Choi) Nursing’s role in therapeutic lifestyle management (TLM) (Moyer)</td>
<td>Lecture &amp; Interactive learning activity</td>
<td>All students together in home base. Orientation to clinical site. Introduction to individual wellness management, population assessment assignment.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Health promotion/risk reduction theory</strong></td>
<td>Health promotion theory Risk prevention theory Wellness management: Health education and decision making.</td>
<td>Interactive learning activity</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Cultural influences</strong></td>
<td>Assessment of Individual Needs</td>
<td>Lecture &amp; Interactive learning activity</td>
<td>Clinical discussion: cultural influences and competence</td>
</tr>
<tr>
<td>4</td>
<td><strong>Social Determinants of Health</strong></td>
<td>Nursing care of individuals and families at risk for, or experiencing poverty</td>
<td>Lecture and Discussion</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Genetics</strong></td>
<td>Define genetics, genomics and epigenetics related to health care and nursing practice. Assessment of risk relationship to health promotion</td>
<td>Lecture and Interactive learning activity</td>
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<tr>
<td>6</td>
<td>(10/7)</td>
<td>Mental Health Assessment &amp; promotion across the lifespan</td>
<td>- <strong>Mental health</strong> wellness and mental health risk assessment across the lifespan - Emotional processing/coping strategies - <strong>Addiction:</strong> Smoking, alcohol, drugs - Impact of anxiety and depression on decision making</td>
<td>Lecture and Discussion</td>
</tr>
<tr>
<td>7</td>
<td>(10/14)</td>
<td>Cognitive assessment and functioning</td>
<td><strong>Cognitive functioning</strong> issues across the lifespan (learning disabilities, cognitive impairment and decline) Health literacy assessment</td>
<td>Lecture and Discussion</td>
</tr>
<tr>
<td>8</td>
<td>(10/21)</td>
<td>Self-management and health promotion</td>
<td><strong>Nutritional assessment</strong> of the individual and family across the lifespan including pregnancy.</td>
<td>Lecture and Discussion</td>
</tr>
<tr>
<td>9</td>
<td>(10/28)</td>
<td>Self-management and health promotion</td>
<td><strong>Mid-term examination</strong></td>
<td>Midterm</td>
</tr>
<tr>
<td>10</td>
<td>(11/4)</td>
<td>Self-management and health promotion</td>
<td><strong>Exercise</strong> needs across the lifespan</td>
<td>Lecture and Discussion</td>
</tr>
<tr>
<td>11</td>
<td>(11/11)</td>
<td>Self-management and health promotion</td>
<td><strong>Safety</strong> concerns for specific age groups across the lifespan.</td>
<td>Lecture and Discussion</td>
</tr>
<tr>
<td>Date</td>
<td>Lecturer/Case Study</td>
<td>Topic</td>
<td>Method</td>
<td>Notes</td>
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<tr>
<td>--------------</td>
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<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>13 (11/25)</td>
<td></td>
<td>NO CLASS</td>
<td>Thanksgiving holiday</td>
<td></td>
</tr>
<tr>
<td>14 (12/2)</td>
<td>Moyer</td>
<td>Violence, risk assessment and reduction</td>
<td>Lecture and Discussion</td>
<td></td>
</tr>
<tr>
<td>15 (12/9)</td>
<td>Choi</td>
<td>Case study analysis</td>
<td>Case Study</td>
<td>All students together at Health Fair at clinical sites; focus on risk factor and pertinent health promotion areas in peer population</td>
</tr>
<tr>
<td>16 (12/14)</td>
<td></td>
<td>Final Exam: Wednesday, Dec 14 2016 12:45pm - 2:45pm</td>
<td>Final exam</td>
<td></td>
</tr>
</tbody>
</table>