



The Hashemite University

**Faculty of Nursing
(FON)**

Course Syllabus

Course Name

Health Promotion and Disease Prevention

Course Number

150701315

FACULTY OF NURSING (FON)

COURSE SYLLABUS

DEPARTMENT: Community and Mental Health Care Nursing

[First semester 2023-2024]

The Mission of The Hashemite University

The Hashemite University as a youthful and prominent higher education institution is committed to actively participate in achieving the goals of the comprehensive national development through preparing loyal men and women who are not only technically competent in their professional fields, but also life-long learners who have a breadth vision, loyalty to their nation, and a sense of civic and moral responsibility and a devotion to the fundamental values of human life.

The Vision of The Faculty of Nursing

The Faculty of Nursing will be a benchmark in nursing education and research at the national and international levels. Our graduates will be creative, skillful, caring, knowledgeable nurses who will lead for excellence in health care and health promotion of individuals, families and communities in collaboration with other health disciplines.

The Mission of The Faculty of Nursing

To offer a quality undergraduate program in nursing that prepare life-long competent, skillful, and adaptive leaders to develop, disseminate, and perform latest evidence- based quality nursing knowledge in promoting and protecting the health and well-being of all individuals, families and communities, improving nursing profession and developing health care system.

Core Values of The Faculty of Nursing

Our values are derived from the Islamic Arabic heritage and the nursing profession which include:

Respect, Integrity, Professionalism, Caring, Excellence, Leadership Discipline.

1	Course title	Health Promotion and Disease Prevention
2	Course number	150701315
3	Credit hours (theory, practical)	3
	Contact hours (theory, practical)	-
4.	Classroom	Section 1 (Dr Saleem Alrjoub): Sunday (face to face) in Room NUR 313. Tuesday, 9:30-11 on Microsoft Teams.
5.	Prerequisites/co-requisites	150702241 or 1907021241 concurrent
6.	Program title	BS.C in Nursing
7.	Program code	-
8.	Awarding institution	The Hashemite University
9.	School	Faculty of Nursing
10.	Department	Community and Mental Health Care Nursing
11.	Level of course	Third year
12.	Year of study and semester(s)	Third year (1 st and 2 nd semester)
13.	Final Qualification	BS.c. in Nursing
14.	Other department(s) involved in teaching the course	None
15.	Language of Instruction	English
16.	Date of production/revision	2022
	Learning (teaching) Method	Face to face Blended (Face to face + online teaching) <input checked="" type="checkbox"/> Full online teaching
	If the course is blended or full online; Forms (models) of Learning (see teaching Methods)	2 + 1: 2 synchronous + 1 asynchronous 1 +2: 1 synchronous + 2 asynchronous <input checked="" type="checkbox"/> 1+ 1: 1 synchronous + 1 asynchronous
	Electronic Platform(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams Skype Zoom Others

Faculty Member & Course Coordinator:	Saleem Alrjoub, PhD, MSN, RN
Office number	Nursing 3096
Office hours:	8:30-9:30 & 12:30-1:30 Sunday, Tuesday
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Approved by The Faculty Board on

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17. Course Description: This is a full online (synchronous and asynchronous) theory-based course that explores the concepts of health promotion and health protection and their evidence-based practical applications using appropriate critical thinking and problem-solving skills. This course discusses theories and methodologies of holistic nursing interventions including health promotion, health education, nutrition, stress management, and physical activity of the client including individuals, families, and communities. The focus of this course is primary prevention interventions to promote health of individuals, families, and communities in collaboration with the multidisciplinary healthcare team. Such scope of practice requires students to be aware of the use of information and healthcare technologies as part of patient care. This course also describes human development throughout the lifespan to reflect the complexity of human experiences and facets of using ethics in caring for the client. Shift on nursing practice to primary care is expected to enhance professional growth and lifelong learning of nurses. This course explores the concepts of health promotion and health protection and their evidence-based practical applications using appropriate critical thinking and problem-solving skills. This course discusses theories and methodologies of holistic nursing interventions including health promotion, health education, nutrition, stress management, and physical activity of the client including individuals, families, and communities. The focus of this course is primary prevention interventions to promote the health of individuals, families, and communities in collaboration with the multidisciplinary healthcare team. Such scope of practice requires students to be aware of the use of information and healthcare technologies as part of patient care. This course also describes human development throughout the lifespan to reflect the complexity of human experiences and facets of using ethics in caring for the client. Shift on nursing practice to primary care is expected to enhance professional growth and lifelong learning of nurses.

18. Course general objectives and outcomes:

A- General objective:

The overall objective of this course is to expose students to health promotion related concepts and skills and prepare them to apply these skills in different settings and with different clients including individual clients, families, and communities.

B- Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to...

I. Student Learning Outcomes (SLO)

SLO 1: Utilize the nursing process in the holistic care of diverse individuals, families, and populations in various health care settings.

Specific Course Objectives	<ul style="list-style-type: none"> ● Define the basic concepts of health, prevention, and health promotion. ● Discuss issues related to measuring or assessing health. ● Apply the nursing process to promoting health. ● Provide appropriate care based on client needs (individual, family, and community).
Relevant AACN Essentials	<ul style="list-style-type: none"> ● Essential I: Liberal education for Baccalaureate generalist nursing practice ● Essential VII: Clinical prevention and population health ● Essential IX: Baccalaureate generalist nursing practice
Relevant JNC Competency	<ul style="list-style-type: none"> ● Standard 1: Performance ● Standard 4: Professional development
Evaluation Methods	<ul style="list-style-type: none"> ● Case Presentation ● Focused Care Plan ● Final exam ● In-course exam (First & second)
SLO 2: Provide professional and ethical evidence-based nursing care to individuals, families and community across life span and health continuum.	
Specific Course Objectives	<ul style="list-style-type: none"> ● Recognize the dynamics of nurse-client relationship. ● Recognize the cultural issues associated with illness and wellness. ● Articulate value of principles of health education. ● Describe settings and the target groups for health promotion and health education. ● Assess culture, health beliefs, values, attitudes and practices of individuals, families, and communities. ● Develop a complete and a comprehensive health promotion program for individual client based on scientifically sound evidence-based practice.
Relevant AACN Essentials	<ul style="list-style-type: none"> ● III: Scholarship of evidence-based practice ● VI: Interprofessional communication and collaboration for improving patient health outcomes
Relevant JNC Competency	<ul style="list-style-type: none"> ● Standard 1: Performance ● Standard 3: Relationship ● Standard 4: Professional development
Evaluation Methods	<ul style="list-style-type: none"> ● Case Presentation ● Final exam ● In-course exam (First & second)
SLO 3: Demonstrate critical thinking and problem-solving skills in clinical decision making and evaluation of evidence-based nursing practice.	
Specific Course Objectives	<ul style="list-style-type: none"> ● Recognize the need for health promotion in wellness & illness. ● Provide sound evidence-based nursing care. ● Explore the interrelatedness of the determinants of health in individuals, families, and communities across the lifespan. ● Apply problem solving skills when providing patient care. ● Utilize the domains of learning in health education.

	<ul style="list-style-type: none"> • Demonstrate ability to understand skills and knowledge related to decision-making and problem-solving process.
Relevant AACN Essentials	<ul style="list-style-type: none"> • III: Scholarship of evidence-based practice • VIII: Professionalism and professional values
Relevant JNC Competency	<ul style="list-style-type: none"> • Standard 2: Knowledge • Standard 4: Professional development
Evaluation Methods	<ul style="list-style-type: none"> • Case Presentation • Final exam • In-course exam (First & second)
SLO 4: Apply leadership principles and quality improvement techniques within the scope of professional practice to ensure quality and safety.	
Specific Course Objectives	<ul style="list-style-type: none"> • Identify factors that contributes to a person's beliefs and health practices. • Demonstrate ability to understand concepts, principles regarding management and leadership in health promotion and education. • Ensure nursing ability to work outside the health care settings such as schools and factories.
Relevant AACN Essentials	<ul style="list-style-type: none"> • II: Basic organizational and systems leadership or quality care and patient safety • VIII: Professionalism and professional values
Relevant JNC Competency	<ul style="list-style-type: none"> • Standard 5: Leadership and management • Standard 6: Resource utilization
Evaluation Methods	<ul style="list-style-type: none"> • Final Written exam • Final exam • In-course exam (First & second)
SLO 5: Collaborate professionally with individuals, families, communities, and members of the multi-disciplinary health care team to promote health.	
Specific Course Objectives	<ul style="list-style-type: none"> • Use appropriate communication techniques in interactions with clients, families, faculty, and colleagues. • Provide holistic nursing care using interdisciplinary work. • Enhance therapeutic communication with clients.
Relevant AACN Essentials	<ul style="list-style-type: none"> • VI: Interprofessional communication and collaboration for improving patient health outcomes
Relevant JNC Competency	<ul style="list-style-type: none"> • Standard 3: Relationship • Standard 5: Leadership and management
Evaluation Methods	<ul style="list-style-type: none"> • Case Presentation • Final exam • In-course exam (First & second)
SLO 6: Use information and health care technologies in a variety of health care settings	
Specific Course Objectives	<ul style="list-style-type: none"> • Identify importance of electronic data in enhancing patient care. • Determine importance of electronic files and assure patient confidentiality.

Relevant AACN Essentials	<ul style="list-style-type: none"> • IV: Information management and application of patient care technology. • V: Health care policy, finance, and regulatory environments
Relevant JNC Competency	<ul style="list-style-type: none"> • Standard 5: Leadership and management • Standard 6: Resource utilization
Evaluation Methods	<ul style="list-style-type: none"> • Clinical Performance • Final exam • In-course exam (First & second)
SLO7: Demonstrate ability for professional growth, self-development and performance improvement	
Specific Course Objectives	<ul style="list-style-type: none"> • Recognize the role of nurse in health promotion and as a health educator. • Ensure that the client extend to include family and community. • Enhance the ability to care for patient across the lifespan
Relevant AACN Essentials	<ul style="list-style-type: none"> • VI: Intra-professional communication and collaboration for improving patient health outcomes
Relevant JNC Competency	<ul style="list-style-type: none"> • Standard 1: Performance • Standard 2: Knowledge
Evaluation Methods	<ul style="list-style-type: none"> • Final exam • In-course exam (First & second)

19. Teaching Methods and Assignments:

Teaching Methodologies:	
The following approaches that are guided by <i>Adult Learning Theory</i> will be used to achieve course objectives and related to the SLOs:	
Instructional Methods	Learning Activities (Examples)
• Indirect Instruction	<ul style="list-style-type: none"> • Evidence-based articles • Literature searches and reviews
• Interactive Instruction	<ul style="list-style-type: none"> • Interactive lectures and group discussions • E-learning using Moodle and Microsoft Teams
• Independent Study	• Self-directed literature review and group-based written assignment

20. Evaluation Methods and Course Requirements:

II. Evaluation Methods	
Exams	Assigned Points and date
Mid-term exam	50%, TBA
Assignments and Attendance	10%, TBA

Final Exam	40%, TBA
Total	100%

21. Textbooks and Study Resources

Required Textbooks

1. Edelman, C. and Kudzma, E. (2018). *Health Promotion Throughout the Life Span*. 9th edition. Elsevier. USA.
2. Snelling, A. (2014). *Introduction to Health Promotion*. Jossey-Bass: Wiley. USA.

• Other Study Resources:

1. Carol A. Miller (2013). *Fast Facts for Health Promotion in Nursing: Promoting Wellness in a Nutshell*. Springer Publishing Company.
2. Bonnie Raingruber (2017). *Contemporary Health Promotion in Nursing Practice*. 2nd edition. Burlington, Massachusetts: Jones & Bartlett Learning.

Evidence-Based Articles

- Al-Modallal, H. (2017). Disclosure of spousal violence: Viewpoints from the Jordanian society. *Journal of Interpersonal Violence*, 32(2), 164-182.
- Al-Rawashdeh, S., Alshraifeen, A., Alhawamdih, S., & Ashour, A. (2020). Wellbeing and quality of life of family caregivers: influence of sleep quality. *British Journal of Community Nursing*, 25(2), 70-75. doi:10.12968/bjcn.2020.25.2.70
- Darvish, A., Bahramnezhad, F., Keyhanian, S., & Navidhamidi, M. (2014). The Role of Nursing Informatics on Promoting Quality of Health Care and the Need for Appropriate Education. *Global Journal of Health Science*, 6(6), 11–18.
- Hamaideh, S. (2017). Sources of knowledge and barriers of implementing evidence-based practice among mental health nurses Saudi Arabia. *Perspectives in Psychiatric Care*, 53, 190-198.
- Veeranki, S. P., Alzyoud, S., Kherallah, K., Pbert, L. (2015). Waterpipe use and susceptibility to cigarette smoking among never-smoking youth. *American Journal of Preventive Medicine*, 49(4):502-511.

Available university services that support achievement in the course:

1. Computers with internet access
2. E-library and electronic resources
3. Library resources
4. Audiovisual aid and well-equipped teaching halls

22. Grading Scale

I. Grading Scale			
Note. In-course assessment mark is provided in two decimal points and the final exam marks in one decimal.			
Letter Grade	Numeric Value	Range	Description
A+	4.00	> 88.0%	Exceptional performance
A	3.75	84.0 – 87.9	
A-	3.50	80.0 - 83.9	
B+	3.3	76.0 - 79.9	Very good performance

B	3.0	73.0 - 75.9	Satisfactory performance
B ⁻	2.7	70.0 - 72.9	
C ⁺	2.3	65.0 - 69.9	
C	2.0	60.0 - 64.9	
C ⁻	1.7	57.0 - 59.9	
D ⁺	1.3	54.0 - 56.9	Minimally acceptable performance
D	1.0	50.0 - 53.9	Unacceptable performance
F	0.0	< 50.0	

23. Course Policies

Code of Ethics:

- Academic misconduct is defined as the use of any dishonest or deceitful means to gain some academic advantage or benefit. This can take many forms, including but not limited to, the following:
 - I. **Examinations**
 - a. Copying, or attempting to copy, from another student's work, or permitting another student to copy from your work.
 - b. Using notes of whatever kind in the formation of answers in a closed book examination.
 - c. Impersonation of another student in an examination, seminar or other form of presentation.
 - d. Disrupting the conduct of examinations by illegally obtaining access to examination papers or answers, and/or distribution of this material to others.
 - II. **Assignments**
 - a. Copying: Copying another person's answers in a paper, assignment, essay, etc. and presenting it as if it were the student's own work.
 - b. Collusion: Incorporating material into your work that was a result of working with others on an assignment which is intended to be an individual assignment.
 - c. Plagiarism: Using the thoughts, ideas, words, results, etc., of another person in a written assignment, without recognizing the source, as if it were the student's own work.
 - d. Falsification: altering data or inventing data that have been obtained from legitimate sources
 - III. **Forging University Documents**
 - Submitting or using forged academic documents or forged signatures for the purpose of personal gain or fraud. If a student commits an act of academic misconduct, whether defined above or of different nature, it may be documented and then one or more of the following penalties may be applied:
 - a. Written warning.
 - b. Deducting of an assignment or examination.
 - c. A 'Zero' grade given to the assignment or examination.
 - d. An 'F' grade given to the course.
 - e. Suspension from the University for a Specified Period.
 - f. Dismissal from the University.

Attendance, Preparation, and Participation Policy

- A. It is the student's responsibility to attend all classes. Per the Hashemite University's rules and regulations, the student's total absences must not exceed 15% of the total class hours.
- B. Failure to attend classes without prior approval for whatever reason is considered as part of the percentage missed.
- C. Students bear full responsibility for checking their own attendance record. Attendance records are kept.

- D. Compulsory attendance is required for all in-course assessment and final examination. The examination will not be postponed for any student without an emergency reason or approved medical certificates.
- E. Compulsory participation in discussions, written assignments, use of case scenarios and e-learning, Moodle) is expected to complete the course requirements.
- F. Students should interact with the teacher on Moodle for discussion related to the content taught in the classroom. Students should register for the course work on Moodle and use it frequently for the teaching learning sessions and instructions. The students should actively be involved in these interactive classroom and online learning sessions.
- G. Absenteeism: Students who remain absent should meet the Course Coordinator. Those who are sick will produce a medical certificate certified by the University's Medical Center and submit it.
- H. The student whose absence exceeds the 15% of course's credit hours without an acceptable excuse will not be allowed to take the final exam and his/her record in the course will be marked by "failed".

Clinical Policies (if applicable)

1. **Attendance:** students are expected to attend all classes and practice days. If a student cannot attend a class session or practice day, the instructor must be notified prior to that. Per the Hashemite University's rules and regulations, the student's total absences must not exceed 15% of the total class hours. This is equal to one day clinical. Students are expected to take written and clinical exams when scheduled. If a student cannot attend a testing session, the faculty must be notified prior to the scheduled examination. Please refer to the Hashemite University's Student Handbook for further explanation. Also please note that it is a new university policy that if a student failed to take an examination as scheduled, there will be one make-up examination. A committee of three examiners will present the students with a set of oral and written essay type questions. Only students with acceptable reasons (i.e., urgent medical condition approved by the University Health Center, death of a first-degree relative, etc.) for absence will have the opportunity for a make-up examination.
2. **Practice:** There is a set of guidelines for practical training that will also be provided to each student on a separate sheet to keep with them at hospitals. These guidelines include:
 - A. Practical training starts at 8:00 and ends at 2:00.
 - B. The student has to manage his/her own transportation to the hospital except for those who will be trained in specific areas (will be announced), a university bus will be provided.
 - C. The student has to wear the specified uniform and shoes at all times while at the hospital. The uniform must be clean and ironed properly.
 - D. All students have to maintain a professional appearance. This includes shaving for male students who do not grow their beards, and a proper haircut, and tied hair for female students, and for those who wear a scarf, it should not be left dangling.
 - E. It is the student's responsibility to maintain good personal hygiene.
 - F. Jean pants are not allowed as well as colored scarves other than cream or page.
 - G. Students are not allowed to chew gum or smoke in the clinical areas.
 - H. Students should have their break time as scheduled and shall not exceed that.
 - I. The following items are prohibited at clinical training: bracelets, rings other than the wedding ring, high heels or sandals, nail polish, long nails, and improper make-up.

- J. Every student must have the following on a clinical day: a pocket-size note book, a pen, scissors, a torch, and a stethoscope.
- K. The student has to inform either the nurse in-charge or the instructor when leaving his/her assigned clinical area.
- L. Clinical seminar and case-studies will be started and ended according to the schedule. Students are expected to report to these learning activities on time.
- M. Students are expected to use proper communication skills and to be cooperative with their instructors, colleagues, and other health team members.
- N. **Students Must NOT perform the following:**
 1. Perform venipuncture.
 2. Take verbal orders or phone orders from physicians or laboratory reports.
 3. Act as a witness to signing of documents (surgical permits, etc.)
 4. Carry medication/narcotic keys.
 5. Give any medications IV push
 6. Add anticoagulant or insulin to IV solutions.
 7. Insert or remove intestinal decompression tubes.
 8. Insert or remove small lumen feeding tubes such as feeding tubes

Client Health Promotion Assignment Report

7%

In this assignment, students first need to determine a client's wellness status (FHP) and risk for disease based on the determinants of health (factors that may influence health such as biological, social, physical, policy factors...). Then students need to develop a health promotion plan for the client including writing at least a nursing diagnosis, a plan (goal, objectives, and planned interventions), and determine how to evaluate the plan.

18. Course Outline

WEEK 1			
Date	Subject	Reading and Activities	Assignment & Exams

	<ul style="list-style-type: none"> Overview of course Prevention 	<ul style="list-style-type: none"> Edelman, C. and Kudzma, E. (2018). Chapter 1 Activities: Contents Review and Discussion. 	<ul style="list-style-type: none"> Reading Introduction and course syllabi Reading assigned chapters
WEEK 2			
Date	Subject	Reading and Activities	Assignment & Exams
	<ul style="list-style-type: none"> Foundations for Health Promotion 	<ul style="list-style-type: none"> Edelman, C. and Kudzma, E. (2018). Chapter 1 Snelling, A. (2014). <i>Chapter 1</i> Activities: Contents Review and Discussion. Clinical Scenarios. 	<ul style="list-style-type: none"> Reading assigned chapters
WEEK 2			
Date	Subject	Reading and Activities	Assignment & Exams
	<ul style="list-style-type: none"> The Therapeutic Relationship 	<ul style="list-style-type: none"> Edelman, C. and Kudzma, E. (2018). Chapter 4 	<ul style="list-style-type: none"> Reading assigned chapters
WEEK 3			
Date	Subject	Reading and Activities	Assignment & Exams
	<ul style="list-style-type: none"> Health Promotion and The Individual 	<ul style="list-style-type: none"> Book chapter 7, 8, 9 Edelman, C. and Kudzma, E. (2018). Chapter 6 Activities: Contents Review and Discussion. 	<ul style="list-style-type: none"> Reading assigned chapters
WEEK 3			
Date	Subject	Reading and Activities	Assignment & Exams
	<ul style="list-style-type: none"> Health Promotion and The Family 	<ul style="list-style-type: none"> Edelman, C. and Kudzma, E. (2018). Chapter 7 Activities: Contents Review and Discussion. 	<ul style="list-style-type: none"> Reading assigned chapters
WEEK 4			
Date	Subject	Reading and Activities	Assignments and Exams

	• Screening	<input type="checkbox"/> Edelman,C., and Kudzma, E. (2018). Chapter 9 <input type="checkbox"/> Activities: <input type="checkbox"/> Contents Review <input type="checkbox"/> Clinical Scenarios.	<input type="checkbox"/> EXAMINATION 1 <input type="checkbox"/> Reading assigned chapters
WEEK 5			
Date	Subject	Reading and Activities	Assignment & Exams
	• Health education	<input type="checkbox"/> Book Chapters 13, 14 <input type="checkbox"/> Edelman, C. and Kudzma, E. (2018). Chapter 10 <input type="checkbox"/> Activities: <input type="checkbox"/> Contents Review	<input type="checkbox"/> Reading assigned chapters
WEEK 5			
Date	Subject	Reading and Activities	Assignments and Exams
	• Physical Activity "Exercise"	<input type="checkbox"/> Edelman,C., and Kudzma, E. (2018). Chapter 11 <input type="checkbox"/> Book Chapters 15,16, and, 17 <input type="checkbox"/> Activities: <input type="checkbox"/> Contents Review and Discussion.	<input type="checkbox"/> Reading assigned chapters
WEEK 6			
Date	Subject	Reading and Activities	Assignments & Exams
	• Nutrition	<input type="checkbox"/> Book Chapters 15, 16, and, 17 <input type="checkbox"/> Edelman,C., and Kudzma, E. (2018). Chapter 12 <input type="checkbox"/> Activities: <input type="checkbox"/> Contents Review and Discussion.	<input type="checkbox"/> Reading assigned chapters
WEEK 6			
Date	Subject	Reading and Activities	Assignments and Exams
	• Smoking	<input type="checkbox"/> Snelling, A. (2014). <i>Chapter 4</i> <input type="checkbox"/> Activities: <input type="checkbox"/> Contents Review and Discussion.	<input type="checkbox"/> EXAMINATION 2 <input type="checkbox"/> Reading assigned chapters
WEEK 7			
Date	Subject	Reading and Activities	Assignments and Exams

	<ul style="list-style-type: none"> • Stress Management 	<ul style="list-style-type: none"> □ Snelling, A. (2014). <i>Chapter 5</i> □ Edelman, C., and Kudzma, E. (2018). Chapter 13 □ Activities: <ul style="list-style-type: none"> □ Contents Review and Discussion. 	<ul style="list-style-type: none"> □ Reading assigned chapters
WEEK 8 Final examinations			

18. Additional information: