

Course Outline for: NURS 1101 Health Promotion**A. Course Description:**

1. Number of credits: 5
2. Lecture (Theory) hours per week: 2
Lab hours per week: 2
Clinical hours per week: 6
3. Prerequisites: NURS 1000 and NURS 1051 or NURS 1020
BIOL 2042 and BIOL 2044
4. Corequisites: NURS 1151
5. MnTC Goals: None

Holistic health promotion across the lifespan can improve quality of life. Within course materials, emphasis is placed on holistic health care practices, education of self-care management including practicing self-care. The student will learn how to develop their role as an ethical member of the multi-disciplinary healthcare team using a variety of activities including role play and discussion. The student will incorporate physiological and psychosocial concepts within the framework of the nursing process assisting in the development of clinical judgment. Students will apply research evidence to guide safe preventative care. Populations studied will include adults and older adults.

B. Date last reviewed/updated: October 2024**C. Outline of Major Content Areas:**

1. Professional Integrity
 - A. Attributes and Roles of a Nurse
 - i. Professionalism
 - ii. Clinical Judgment
 - iii. Self-care
 - iv. Social Justice
 - B. Care Competencies
 - i. Holistic Nursing Process/Person-centered Care
 - ii. Communication
 - iii. Collaboration
 - iv. Quality & Safety
 - v. Informatics
 - vi. Evidence-based/Evidence-informed Practice
 - vii. Care Coordination
2. Physiological Integrity
 - A. Physiological Homeostasis Regulation
 - i. Fluid & Electrolyte Balance
 - ii. Acid-Base Balance
 - iii. Thermoregulation
 - iv. Cellular Regulation/Genetics

- v. Intracranial Regulation
 - vi. Metabolism
 - vii. Nutrition
 - viii. Elimination
 - ix. Sexuality & Reproduction
 - x. Oxygenation
 - xi. Perfusion
- B. Protection and Movement
- i. Immunity
 - ii. Inflammation
 - iii. Infection
 - iv. Tissue Integrity
 - v. Sensory Perception
 - vi. Comfort
 - vii. Mobility
 - viii. Rest
3. Psychosocial Integrity
- A. Psychosocial Homeostasis
- i. Family Dynamics
 - ii. Culture/Spirituality
 - iii. Motivation/Adherence
 - iv. Cognitive Function
 - v. Coping/Stress/Adaptation
4. Lifespan
- A. Health Equity
- i. Determinants of Health
 - ii. Implicit Bias Education

D. Course Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Demonstrate the professional roles and responsibilities of the professional nurse within the healthcare systems to foster health promotion and health equity.
2. Demonstrate and integrate the application of knowledge, psychomotor skills, and attitudes to inform decision-making to guide safe person-centered care inclusive of medication administration.
3. Identify and apply credible, evidence-based sources of information to guide quality preventative care solutions, actions, documentation, and evaluation of care.
4. Describe integrative modalities and incorporate their role in care of the client.
5. Utilize effective interprofessional communication techniques within a multidisciplinary healthcare team.
6. Demonstrate the professional standards of moral, ethical, and legal conduct.
7. Perform holistic health surveys and wellness assessments to identify risks, self-care management, and learning needs and provide education utilizing behavioral change techniques for individuals regarding health promotion, illness prevention, and/or illness management.

E. Methods for Assessing Student Learning:

Methods for assessment may include, but are not limited to, the following:

1. Written examinations and quizzes.

2. Alternative format, written, and reflection assignments.
3. A course competency evaluation tool will be used in the experiential settings to evaluate the successful completion of core competencies (See Competency Evaluation Tool).
4. Rubrics will be used for formative and summative evaluations of written and reflection assignments, and the on-campus laboratory/simulation for the evaluation of course outcomes.
5. Successful completion of each part of this course as defined below is necessary to progress to the next semester. However, unsafe clinical performance may result in failure of the course.

Part 1 Theory: The student must obtain a 78% or greater in order to pass.

Part 2 Medical Dosage Calculation Exam – Must be passed at 90% within three attempts.

Part 3 Experiential Learning: Students must achieve a 78% or greater and demonstrate safe practice.

- i. Direct-Focused Integrative Care/Clinical performance: Pass/Fail: Students must pass all clinical competency outcomes in order to progress to the subsequent semester.
- ii. Concept-Based Experiences: Simulation, service learning and planned encounters presenting authentic client case exemplars to provide opportunities for students to learn to think like a nurse.
- iii. Skill-Based Activities: Lab experiences include psychomotor skills, as well as communication, teaching, advocacy, coaching and interpersonal skills among others (Instructor validation of skill performance).

F. Special Information:

Refer to nursing student handbook for additional details.