



Western Technical College

## 10543106 Nursing Health Promotion

### Course Outcome Summary

#### Course Information

**Description** This course focuses on topics related to health promotion for individuals and families throughout the lifespan. We will cover nursing care of the developing family, which includes reproductive issues, pregnancy, labor and delivery, post-partum, the newborn, and the child. Recognizing the spectrum of healthy families we will discern patterns associated with adaptive and maladaptive behaviors applying mental health principles. An emphasis is placed on teaching and supporting healthy lifestyles choices for individuals of all ages. Nutrition, exercise, stress management, empowerment, and risk reduction practices are highlighted. Study of the family will cover dynamics, functions, discipline styles, and stages of development.

**Career Cluster** Health Science

**Instructional Level** Associate Degree Courses

**Total Credits** 3

**Total Hours** 54

#### Pre/Corequisites

Prerequisite 10543104 Nursing Intro to Clinical Practice

#### Textbooks

*Fundamentals of Nursing – with Access*. 11th Edition. Copyright 2023. Potter, Patricia A., Anne Griffin Perry, Patricia Stockert, and Amy Hall. Publisher: Elsevier Science. **ISBN-13**: 978-0-323-81034-0. Required. (This book is part of a Western bundle package.)

*Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care Volume 1 & 2*. 10th Edition. Copyright 2021. Ignatavicius, Donna D, M. Linda Workman, and Cherie Rebar. Publisher: Elsevier Science. **ISBN-13**: 978-0-323-61241-8. Required. (This book is part of a Western bundle package.)

*Maternal-Child Nursing*. 6th Edition. Copyright 2022. McKinney, Emily Slone, Sharon Smith Murray, Susan R. James, and Jean Ashwill. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-69788-0. Required. (This book is part of a Western bundle package.)

*HESI Package (Dosage Calculation Online, Practice and Proctored Assessment Unlimited, HESI Case Studies, EAQ for NCLEX, 3 Day Review Course)*. Publisher: Elsevier Science. Required.

## Success Abilities

1. Cultivate Passion: Expand a Growth-Mindset
2. Cultivate Passion: Increase Self-Awareness
3. Live Responsibly: Foster Accountability
4. Refine Professionalism: Improve Critical Thinking
5. Refine Professionalism: Practice Effective Communication

## Program Outcomes

1. Integrate professional nursing identity reflecting integrity, responsibility, and nursing
2. Communicate comprehensive information using multiple sources in nursing practice
3. Integrate theoretical knowledge to support decision making
4. Integrate the nursing process into patient care across diverse populations
5. Function as a healthcare team member to provide safe and effective care

## Course Competencies

### 1. Use principles of teaching/learning when reinforcing teaching plans

#### Assessment Strategies

- 1.1. in an oral, written or performance assessment
- 1.2. Oral Presentation
- 1.3. Paper

#### Criteria

*Your performance will be successful when you:*

- 1.1. reflect the use of the nursing process
- 1.2. reflect theories of teaching and learning
- 1.3. include an evaluation of teaching methods
- 1.4. include evidence-based content appropriate to the teaching topic
- 1.5. include multiple teaching strategies appropriate to the developmental level of the learner
- 1.6. incorporate principles of teaching/learning
- 1.7. include a complete nursing diagnostic statement using a specific knowledge deficit as the problem
- 1.8. include a specific evaluative outcome data that measure learning

#### Learning Objectives

- 1.a. Ascertain the essential aspects of a teaching plan. (1a, 1c, 1e, 1f, 1h)
- 1.b. Explore the learning theories of Behaviorism, Cognitivism, and Humanism. (1b)
- 1.c. Design a teaching/learning plan incorporating the three learning domains. (1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h)
- 1.d. Determine learning needs of learners and the learning environment. (1b, 1c, 1f)
- 1.e. Explore strategies to use when teaching clients of different cultures. (1b, 1c, 1e, 1f)

- 1.f. Examine the implications of low health literacy skills. (1e, 1f)

## 2. Apply principles of family dynamics to nursing care

### Assessment Strategies

- 2.1. in an oral, written or performance assessment  
2.2. Written Objective Test

### Criteria

*Your performance will be successful when you:*

- 2.1. demonstrate familiarity with family functions  
2.2. apply an understanding of roles of family members  
2.3. incorporate family dynamics  
2.4. apply knowledge of styles of family decision making  
2.5. apply family developmental stages  
2.6. incorporate knowledge of family cultural practices related to health

### Learning Objectives

- 2.a. Examine components of a family health assessment (2a, 2b, 2c, 2e 2f)  
2.b. Relate the use of a cultural assessment tool as a means of providing culturally sensitive care. (2a, 2b, 2c, 2d, 2e, 2f)  
2.c. Explore the roles within various family structures. (2b, 2c, 2d, 2e, 2f)  
2.d. Determine family decision making as it relates to family functions. (2a, 2b, 2c, 2d, 2e, 2f)  
2.e. Classify the major tasks associated with each developmental stage of the family. (2a, 2b, 2c, 2d, 2e 2f)

## 3. Adapt nursing interventions for maladaptive patterns of behavior

### Assessment Strategies

- 3.1. in an oral, written or performance assessment  
3.2. Written Objective Test

### Criteria

*Your performance will be successful when you:*

- 3.1. differentiate between adaptive and maladaptive behaviors  
3.2. describe clinical manifestations of anxiety, mood, psychotic, impulse control and substance use disorders in the patient and family  
3.3. identify the cues associated with domestic, child and elder abuse  
3.4. describe recommended pharmacological and non-pharmacological therapeutic interventions  
3.5. apply knowledge of recurring cycle of violence  
3.6. include legal and ethical obligations related to notification and documentation

### Learning Objectives

- 3.a. Relate nursing interventions to clinical manifestations for the following disorders: anxiety, mood, impulse control and substance abuse. (3b, 3d)  
3.b. Examine detection, prevention, and management of abuse including; domestic, child and elder. (3c, 3e, 3f)  
3.c. Determine the prevention strategies related to the stages of cycle of violence. (3e)  
3.d. Explore the concept of stress and its relationship to adaptive and maladaptive coping strategies. (3a, 3,b, 3c, 3e)  
3.e. Classify the effects of maladaptive coping, including abuse, and substance use. (3a, 3c, 3e)  
3.f. Determine the notification and documentation obligations surrounding abusive situations throughout the lifespan. (3f)  
3.g. Explore nursing interventions for the following disorders: anxiety, mood, psychotic, impulse control, and substance use. (3b, 3d)  
3.h. Determine pharmacological interventions for the following disorders: anxiety, mood, psychotic, impulse control and substance use. (3b, 3d)

## 4. Plan nursing care for patients with reproductive issues

### Assessment Strategies

- 4.1. in an oral, written or performance assessment  
4.2. Written Objective Test

## Criteria

*Your performance will be successful when you:*

- 4.1. apply knowledge of reproductive issues such as: contraception, normal reproduction, reproductive screening, STIs, and infertility
- 4.2. use the nursing process
- 4.3. include the recommended therapeutic nursing actions
- 4.4. apply knowledge of normal male and female sexual changes across the lifespan
- 4.5. recognize barriers to reproductive care
- 4.6. show respect for patient's individual choices

## Learning Objectives

- 4.a. Compare advantages, disadvantages and effectiveness of the various methods of contraception available for both men and women (4a, 4b)
- 4.b. Determine the prevention, causes, treatment options, nursing care and necessary teaching of men and women for the common STI's. (4a, 4b, 4c, 4d, 4e)
- 4.c. Explore the advocacy role of the nurse in supporting the client's choices. (4f)
- 4.d. Determine accurate information to be provided to girls and women so they can implement effective self care measures when dealing with menarche, menstruation and menopause. (4a, 4d,4b,4c)
- 4.e. Investigate the essential components of fertility. (4a, 4d, 4e)
- 4.f. Provide nursing education for individuals seeking reproductive screening. (4a, 4b,
- 4.g. Ascertain the indications for the diagnostic tests and associated treatments that are done in an infertility work-up. (4a, 4b, 4c, 4d, 4d, 4e, 4f)

## 5. Plan nursing care for a healthy pregnant woman

### Assessment Strategies

- 5.1. in an oral, written or performance assessment
- 5.2. Written Objective Test

## Criteria

*Your performance will be successful when you:*

- 5.1. include evidence-based concepts related to preconception and healthy pregnancy for woman and fetus
- 5.2. include elements of the nursing process
- 5.3. apply knowledge of appropriate nursing and medical care based on trimesters
- 5.4. recognize danger signs and related nursing actions
- 5.5. incorporate teaching concepts related to pregnancy
- 5.6. include labs and diagnostics related to pregnancy
- 5.7. apply knowledge of medication used in pregnancy

## Learning Objectives

- 5.a. Discuss physiologic and psychosocial changes that occur in pregnancy. (5a, 5c, 5d, 5e)
- 5.b. Discuss the danger signs in pregnancy and what classifies a pregnancy as a high risk pregnancy. (5a, 5b, 5c, 5d, 5e, 5f, 5g)
- 5.c. Identify appropriate nursing assessments during the prenatal periods. (5b, 5c, 5d, 5e, 5f, 5g)
- 5.d. Identify nursing interventions that address the common discomforts of pregnancy. (5a, 5b, 5c, 5d, 5e)
- 5.e. Acquaint self with the emotional and psychologic changes that commonly occur in a woman, her partner, and her family during pregnancy when providing nursing care. (5a, 5c, 5e)
- 5.f. Identify the effect of cultural influences on childbearing. (5a, 5e)
- 5.g. Communicate the results of the major screening tests used during the prenatal period in the assessment of the prenatal client. (5a, 5b, 5c, 5d, 5f)
- 5.h. Compare nutritional needs during pregnancy, the postpartum period, and lactation with nonpregnant requirements for females across the lifespan. (5a, 5c, 5e)
- 5.i. Discuss the basic assessments that indicate fetal well-being. (5a 5c, 5d. 5e, 5f, 5e)

## 6. Plan nursing care during uncomplicated labor and delivery

### Assessment Strategies

- 6.1. in an oral, written or performance assessment
- 6.2. Written Objective Test

## Criteria

*Your performance will be successful when you:*

- 6.1. include data that pertains to uncomplicated labor and delivery
- 6.2. include elements of the nursing process
- 6.3. apply knowledge of appropriate nursing care based on labor and delivery stages
- 6.4. apply knowledge of medications used in uncomplicated labor and delivery
- 6.5. identify common complications of labor and delivery

#### **Learning Objectives**

- 6.a. Describe the nursing assessments and interventions that are performed throughout the stages and phases of labor and delivery of the newborn. (6a, 6b, 6c, 6d)
- 6.b. Assess for premonitory signs of labor when caring for the expectant woman.
- 6.c. Differentiate between false and true labor.
- 6.d. Describe the physiologic and psychologic changes occurring in an expectant woman during each stage of labor in the nursing care management of the expectant woman.
- 6.e. Identify various non-pharmacologic methods for promoting comfort and reducing anxiety during the birthing process.
- 6.f. Describe the goal of pharmacologic pain relief during labor and the types of analgesia/anesthesia available to the laboring woman.
- 6.g. Anticipate the potential complications for the mother during the fourth stage of labor.
- 6.h. Identify nursing responsibilities for a woman and her fetus who have received pharmacological interventions and the potential complications of this therapy to observe for.

### **7. Plan nursing care for a healthy newborn**

#### **Assessment Strategies**

- 7.1. in an oral, written or performance assessment
- 7.2. Written Objective Test

#### **Criteria**

*Your performance will be successful when you:*

- 7.1. apply concepts of family centered care by including physical and psychosocial needs that pertains to the healthy newborn
- 7.2. include elements of the nursing process
- 7.3. apply evidenced-based nursing and medical care based on needs of the healthy newborn
- 7.4. apply knowledge of medications for the healthy newborn
- 7.5. recognize community resources for newborn care

#### **Learning Objectives**

- 7.a. Describe the nurse's role in assessing and promoting a positive parent-child relationship in the birthing room.
- 7.b. Describe the purpose and use of routine prophylactic medications for the normal newborn.
- 7.c. Describe the physical and neuromuscular maturity characteristics assessed to determine the gestational age of the newborn.
- 7.d. Explain the physiological changes that occur in the respiratory and cardiovascular systems during the transition from fetal to neonatal life
- 7.e. Discuss the components of the normal newborn assessments and common variations, including altered thermoregulation, hyperbilirubinemia, hypoglycemia and respiratory status.
- 7.f. Discuss the functional abilities of the newborn's gastrointestinal and urinary systems.
- 7.g. Explain the immunologic responses available to the newborn.
- 7.h. Explain the importance of newborn screening tests and newborn blood values.
- 7.i. Identify nursing interventions to decrease the probability of hyperbilirubinemia, hypoglycemia, and respiratory distress.
- 7.j. Describe common concerns of families and related content to be included in parent teaching on daily newborn care and available resources.
- 7.k. Explain behavioral responses of the newborn during the first 4 hours after birth.

### **8. Plan nursing care for the post-partum patient**

#### **Assessment Strategies**

- 8.1. in an oral, written or performance assessment
- 8.2. Written Objective Test

## Criteria

*Your performance will be successful when you:*

- 8.1. apply concepts of family centered care by including physical and psychosocial needs that pertains to the postpartum patient
- 8.2. include elements of the nursing process
- 8.3. apply knowledge of appropriate nursing and medical care for the postpartum patient
- 8.4. identify common complications of the post-partum patient
- 8.5. plan education for the post-partum patient including community resources

## Learning Objectives

- 8.a. Explain the components and methods of a systematic postpartal assessment.
- 8.b. Discuss the physiological adaptations which occur during the postpartal period.
- 8.c. Explore the psychological changes of the postpartal period which commonly occur.
- 8.d. Explore maternal role attainment in the postpartum woman and illustrate interventions to promote parent infant attachment.
- 8.e. Discuss interventions pertinent to the postpartal client that promote healing, family centered wellness and cultural diversity
- 8.f. Discuss the differences in breast care between the lactating and non-lactating woman.
- 8.g. Discuss the nutritional needs of the postpartum mother; lactating and non-lactating.
- 8.h. Identify components of postpartum teaching and discharge planning, to include available community resources.

## 9. Examine adaptations of nursing care for patients from infancy through adolescence

### Assessment Strategies

- 9.1. in an oral, written or performance assessment
- 9.2. Case Study
- 9.3. Written Objective Test

## Criteria

*Your performance will be successful when you:*

- 9.1. include elements of the nursing process
- 9.2. base your response on unique needs of the child's stage of development
- 9.3. include individualized interventions for the child and his/her family
- 9.4. consider the setting in which care is delivered
- 9.5. examine evidence-based practices of recommended immunizations
- 9.6. recognize community resources for care of children

## Learning Objectives

- 9.a. Discuss current recommended immunizations, possible side effects, contraindications and parent teaching related to safe administration, follow-up care, and community resources.
- 9.b. Review common childhood infectious/communicable diseases, signs and symptoms, potential sequelae, and parental teaching.
- 9.c. Discuss the principles of growth and development.
- 9.d. Identify nursing interventions for children that are appropriate for the child's developmental stage.
- 9.e. Discuss the process for modifying communication patterns to reflect developmental stages.
- 9.f. Identify components of health promotion/health maintenance visits throughout infancy to adolescence.
- 9.g. Recognize risks to developmental progression and factors that protect against those risks.
- 9.h. Determine nursing interventions for children that are appropriate for the child's developmental state, based on theoretical frameworks (Erickson, Piaget, Kohlberg).

## 10. Plan nursing care for the ill child

### Assessment Strategies

- 10.1. in an oral, written or performance assessment
- 10.2. Written Objective Test

## Criteria

*Your performance will be successful when you:*

- 10.1. examine nursing care for common childhood illnesses

- 10.2. show developmentally appropriate modification of nursing measures of the acutely or chronically ill child
- 10.3. incorporate lifespan considerations when identifying interventions that minimize stress of illness and hospitalization for children and families
- 10.4. incorporate effects of illness and hospitalization on the child and family

#### **Learning Objectives**

- 10.a. Prepare strategies to promote coping as the child and family adapt to illness/hospitalization. (10 c., d.)
- 10.b. Illustrate the nurse's role in caring for a child with chronic illness while incorporating the family's needs as well. (10. b., c., d.)
- 10.c. Relate methods that the child and family use to adapt to hospitalization applying family-centered care principles. (10 b., c., d)
- 10.d. Investigate nursing care for the following common childhood infectious/communicable diseases including signs and symptoms, potential sequelae, and parental teaching: Chickenpox, Rotavirus, Diphtheria, Meningococcus, Tetanus, Pneumococcal infection, Pertussis, Roseola, H-Influenzae Type B, Strep, Group A Influenza, Coxsackievirus, Measles, Mononucleosis, Mumps, Fifth Disease, Polio, Rabies, Rubella, Lyme (10. a.)

### **11. Plan a healthy diet for a well patient**

#### **Assessment Strategies**

- 11.1. in an oral, written or performance assessment
- 11.2. Self Assessment
- 11.3. Written Objective Test

#### **Criteria**

*Your performance will be successful when you:*

- 11.1. include an assessment component of the patient's current diet
- 11.2. include current recommendations regarding diet for patients according to developmental needs
- 11.3. include a variety of foods to address cultural, values and ethnic considerations
- 11.4. include recommendations based on individual patient health conditions

#### **Learning Objectives**

- 11.a. Explore the components of a healthy diet for a well client
- 11.b. Discuss nutritional guidelines and variations for the major developmental stages from infancy to elder adults including cultural and ethnic considerations.
- 11.c. Identify and discuss nutritional risk factors affecting individuals throughout the lifespan including cultural and ethnic influences.
- 11.d. Discuss common nutritional problems of infants through elder clients.
- 11.e. Identify nursing interventions to meet nutritional needs from infancy to elder clients.

### **12. Encourage healthy lifestyle behaviors in patients**

#### **Assessment Strategies**

- 12.1. in an oral, written or performance assessment
- 12.2. Written Objective Test
- 12.3. Self Assessment
- 12.4. Paper

#### **Criteria**

*Your performance will be successful when you:*

- 12.1. use the nursing process
- 12.2. include elements of a healthy lifestyle
- 12.3. identify the use of health screening guidelines and immunizations
- 12.4. include stress management as primary prevention
- 12.5. include identification of risk factors
- 12.6. outline the steps the patient could take to reduce the risks
- 12.7. base your response on the patient's level of risk
- 12.8. demonstrate awareness of a behavior change process

#### **Learning Objectives**

- 12.a. Explore the goals, focus areas and leading Health indicators found in Healthy People 2020.
- 12.b. Explain the stages of health behavior change.

- 12.c. Discuss the physical, psychosocial, cognitive, moral and spiritual development of young adult through older adults
- 12.d. Identify health problems, risks and strengths of the young adult through older adult.
- 12.e. Examine the importance of activity exercise to a healthy lifestyle
- 12.f. Identify factors affecting safety for young adults through older adults.
- 12.g. Identify common health screening guidelines.
- 12.h. Review immunization records for adults according to CDC guidelines. (CDC Website).

### **13. Promote safety/accident prevention for patients from infancy through adolescence**

#### **Assessment Strategies**

- 13.1. in an oral, written or performance assessment
- 13.2. Case Study
- 13.3. Written Objective Test

#### **Criteria**

*Your performance will be successful when you:*

- 13.1. identify evidence of unsafe situations
- 13.2. identify common safety concerns related to developmental level
- 13.3. provide accurate and developmentally appropriate interventions
- 13.4. include anticipatory guidance topics

#### **Learning Objectives**

- 13.a. Examine age-appropriate anticipatory guidance for parents of infants, toddlers, preschool, school-age, and adolescents related to: Promotion of Safety, sleep/disturbances, activity/exercise, dental health, body image, activities that promote development, physical development, social development behavioral problems, sibling rivalry, toilet training, temper tantrums, teething, colic, and separation anxiety. (13. b., d.)
- 13.b. Determine social and environmental factors that influence the health of children and adolescents. (13. b., d.)
- 13.c. Examine the effects of lifestyle activities and their influence on child health (tobacco and substance use, physical inactivity, injury and protective equipment, body art, and sexual orientation). (13. a., b., d.)
- 13.d. Use the nursing process to outline safety/accident prevention needs for both the child and parent(s) utilizing developmentally appropriate interventions. (13. a., b., c., d.)

### **14. Promote healthy coping in acute and chronic illness**

#### **Assessment Strategies**

- 14.1. in an oral, written or performance assessment
- 14.2. Written Objective Test

#### **Criteria**

*Your performance will be successful when you:*

- 14.1. identify coping strategies and defense mechanisms
- 14.2. include a systematic assessment of adaptive or maladaptive behaviors
- 14.3. reflect knowledge of coping as it relates to development and health status
- 14.4. incorporate the nursing process as it relates to acute and chronic illness
- 14.5. include a differentiation between primary, secondary, and tertiary prevention
- 14.6. examine the role of the nurse in various community settings
- 14.7. examine the role of collaboration with family and multidisciplinary team members

#### **Learning Objectives**

- 14.a. Examine the relationship between coping strategies/defense mechanisms and adaptive/maladaptive behaviors. (14 a., 14b.)
- 14.b. Use the nursing process to outline care specific to adaptive/maladaptive behaviors related to coping when caring for the client with acute and chronic illness. (14 a., b., d., f., g.)
- 14.c. Investigate nursing management related to the effects of the stress response, mediators of the stress response, anxiety, and accompanying relief behaviors. (14a., b., c., d.,)
- 14.d. Determine intervention strategies promoting healthy coping based upon primary, secondary and tertiary nursing care. (14 e., f.)
- 14.e. Examine differences between maturational, situational, and adventitious crises. (14. e., f.)
- 14.f. Classify client and family coping skills related to crisis intervention. (14. c., f., g.)

