

APPENDIX F COURSE SYLLABI REQUIREMENTS

The following items must be incorporated into course syllabi and be consistent with the information disclosed in the institution's catalog, if applicable:

1. Course title: Health Promotion and Disease Prevention Across the Lifespan

2. Course description and methods of instruction: This course is a study of program planning processes for health promotion, disease prevention, screening, and anticipatory guidance to all populations including special populations across the lifespan. Graduate learners will explore methods of population-focused health assessment in the community and as individual and families.

- Selected readings
- Focused discussions
- Collaborative learning activities
- Videos, Power Points, interactive activities, and other web-accessible learning tools
- Case studies

3. Course objectives:

- Analyze cultural values to better understand health promotion for diverse populations.
- Evaluate community health data to determine health promotion needs.
- Create a health promotion plan for a high risk or underserved population.
- Assess health promotion needs, social support and physical and mental health status using age, gender and culturally appropriate standardized assessment instruments.
- Analyze community and individual health status based on the Goals for Healthy People 2030 and evidenced-based national guidelines promoting the ultimate goals of health promotion and disease prevention and the engaging of patients in a partnership of their care.
- Explore theories guiding health promotion.
- Apply knowledge of health promotion, screening, and anticipatory guidance to all populations including special populations.
- Utilize motivational interviewing as a means for patient interaction.

4. Clock and/or credit hours awarded: 2 semester credits/15 contact hours (didactic only)

5. A description of the outside hours, excluding clock hour only programs, and estimated hours to complete (if none are required, this fact must be stated). An average of three (3) hours per week for every didactic credit hour.

6. Prerequisites required (if none are required, this fact must be stated). None

7. Key instructional resources and materials to be used.

Title: Health Promotion Translating Evidence to Practice

Edition: 1st

Author: Frenn, M, and Whitehead, D.

ISBN-13: 978-0-8036-6097-8

Title: Transcultural Health Care: A Culturally Competent Approach

Edition: 4th

Author: Larry D. Purnell

ISBN: 10: 803637055

Title: The Spirit Catches You and You Fall Down

Edition: 1st

Author: Anne Fadiman

ISBN: 978-0-374-52564-4

Title: Publication Manual of the American Psychological Association

Edition: 7th edition

Author: The American Psychological Association

ISBN: 143383216X

Other online resources provided by the instructor as needed.

8. Method of evaluation (i.e. quizzes, examinations, presentations, participation) and weight (percentage) provided to each.

- Course quizzes and examinations—determined by the instructor of each individual course.
- Attendance is monitored each week in the online environment. Lesson modules/lectures and participation in learning activities is required each week. The online system measures time spent on task.
- Students are required to actively participate in modules, activities, or discussions posted in each course.
- Specific requirements for each assignment are posted in Canvas.

9. Grading scale, including requirements for successful completion.

Percentages and weights of grades:

Cultural self-assessment	10%
Discussion videos	20%
Paper	20%
Outline for community health assessment	10%
Final presentation	40%

A “B-” grade is required to pass a course. A grade of “B-” or higher is required on all graded assignments and evaluations in all courses. Completion of the mandatory, faculty-prescribed remediation is required on all graded assignments and evaluations

where a “B-” grade has not been achieved. Should the mandatory, faculty-prescribed remediation not be completed, an “F” grade will be assigned on the corresponding assignment or evaluation. Failure to complete any required learning activity may prevent learners’ progression to the next level of or graduation from an academic program. Any course with a failing grade must be repeated. If the course is a prerequisite for a higher-level course, it must be completed before progressing in the academic program. Please See College catalog for specific Academic Progress Policies.

Grading Scale:

<u>Letter Grade</u>	<u>Percentage</u>	<u>GPA Equivalent</u>	<u>Status</u>
<u>A</u>	<u>93 – 100%</u>	<u>4.0</u>	<u>Passing</u>
<u>A-</u>	<u>90 – 92%</u>	<u>3.7</u>	<u>Passing</u>
<u>B+</u>	<u>87-89%</u>	<u>3.3</u>	<u>Passing</u>
<u>B</u>	<u>83-86%</u>	<u>3.0</u>	<u>Passing</u>
<u>B-</u>	<u>80-82%</u>	<u>2.7</u>	<u>Passing</u>
<u>C+</u>	<u>77-79%</u>	<u>2.3</u>	<u>Not Passing</u>
<u>C</u>	<u>73-76%</u>	<u>2.0</u>	<u>Not Passing</u>
<u>C-</u>	<u>70-72%</u>	<u>1.7</u>	<u>Not Passing</u>
<u>D+</u>	<u>67-69%</u>	<u>1.3</u>	<u>Not Passing</u>
<u>D</u>	<u>63-66%</u>	<u>1.0</u>	<u>Not Passing</u>
<u>D-</u>	<u>60-62%</u>	<u>0.7</u>	<u>Not Passing</u>
<u>F</u>	<u>0-59%</u>	<u>0.0</u>	<u>Not Passing</u>

10. Print date and/or date of revision.

11.Course delivery mode (e.g. residential, blended, full distance education). Distance (online didactic instruction)