University of Massachusetts Boston  
College of Nursing and Health Sciences  
Undergraduate Nursing Program

Course Title: Health Promotion & Teaching SPR 2015  
Course Number: NU 212  
Course Credit: 3 credits  
Prerequisites: English 101-102 and first year experience or transfer status, with greater than 30 credits  
Course Location: See location below instructor’s email  
Course Instructors:

SECT 01  08:00AM  10:45AM  MOND  
Linda Chiofar, RN, MSN, HNC  
linda.chiofar@umb.edu  
McCormick Bldg. M01-0207

SECT 03  08:00AM  10:45AM  WED  
Jennifer Hackel, DNP, MSN, BSN  
Jennifer.hackel@umb.edu  
McCormick Bldg. M02-0417

SECT 04  08:00AM  10:45AM  THURS  
June Peterson, MSN, ACNS-BC, CCNS  
June.peterson@umb.edu  
Wheatley Bldg. W01-0043

SECT 05  08:00AM  10:45AM  FRI  
Linda Jorgensen, MSW, LCSW, LADC I  
linda.jorgensen@umb.edu  
McCormick Bldg. M02-0213

SECT 06  05:30PM  08:15PM  MON  
Ms. Linda Chiofar, RN, MSN, HNC  
linda.chiofar@umb.edu  
McCormick Bldg. M02-0207

Course Coordinator: JoAnn Mulready-Shick, EdD, RN, CNE, ANEF  joann.mulreadyshick@umb.edu

Office hours: Per appointment, inquire about specific times and location with section instructor (1st) or course coordinator (2nd)

Catalogue Description: This general education course meets the University’s criteria for an Intermediate Seminar and is structured to help students increase their critical thinking, reading, and writing skills. The course introduces students to the principles and practices of health promotion and health education. Students will analyze environmental, socio-cultural, economic, legal and interpersonal variables that affect individual health behaviors and outcomes. The inter-influence of individuals, health care providers, teachers, allied health professionals, and the health care system on health outcomes will be evaluated. Dominant models, theories and perspectives used to explain health behavior are considered in relation to evidence-based health promotion and health education strategies. Effective communication skills will be emphasized.

Course Objectives: The learner will:
1. Engage in critical reading and writing at the intermediate seminar level.  
2. Distinguish between health and illness, and fitness and wellness within the context of the health care delivery system.
3. Examine environmental, socio-cultural, economic, legal, interpersonal, and life style variables that influence individual health behavior and health outcomes using models, theories, and perspectives from a variety of disciplines.
4. Review the history, ethics, and professionalism of health and health-related disciplines.
5. Conduct a comprehensive needs assessment targeting a specific population, and develop a health promotion project using evidence-based strategies.
6. Apply principles of teaching and learning to health promotion/health education activities.

Expectations of an Intermediate Seminar Course: A General Education Intermediate Seminar course focuses heavily on critical reading, thinking, and writing. Certain aspects of the course are designed to prepare students for the Writing Proficiency Requirement (WPR) or the WPR Portfolio option. A variety of mechanisms are employed to enhance critical reading, thinking, and writing ability. Students learn skills such as how to assess the credibility of sources, format a formal paper and accurately cite sources using APA format. The instructor provides feedback and/or facilitates instructor-guided peer review to help move students forward in their writing skills. Other General Education skills included in the intermediate seminar course are: teamwork, collaborative learning, student self-evaluation, information technology, effective communication, and oral presentation.

The intermediate seminar course, NU 212 Health Promotion and Teaching, provides students with essential knowledge, skills, and attitudes related to health promotion concepts requisite for future health professionals. This course also serves as the vehicle through which the intermediate seminar skill set (critical reading, critical thinking, clear writing; academic self-assessment, collaborative learning, information technology, and oral presentation) is developed and/or honed.

The timed WPR essay exam is offered twice a year, June and January. The portfolio option is offered four times a year in January, March, June, and October. If you plan to use a graded writing assignments from this course (you are encouraged to do so) for the WPR portfolio option, a WPR Certification Form for each paper must be signed by the end of the semester by the section instructor. A form is available in the WPR office, obtained on line from the WPR Office, or downloaded on the course BB site. See instructions on BB. Save the signed form, with faculty signature, along with the final Graded version of the course paper you plan to submit later to the WPR Office for your university portfolio. The student is accountable for saving graded papers and signed forms. The instructor does not retain course papers once the course is over. The WPR Office location is the Campus Center, 1st floor, 1100, phone number: 617-287-6330. E-mail address: writing.proficiency@umb.edu

Required Texts


Required Readings: In addition to the Cottrell et al. and Hacker & Sommers texts—additional, readings and learning activities, assigned within each course sessions, will be required and will draw from a variety of health professional resources. These may include journal articles, and materials from electronic sources, including the Internet. Readings will be available electronically through the NU 212 Blackboard site. Content for the course, including the course syllabus and schedule, sessions, additional readings, learning activities, and grades are located on the NU 212 Blackboard site.

Teaching and Learning Methods: Methods will include classroom discussion, mini-lectures, in-class assignments, group work, in- and out-of class presentations, self-evaluation, peer evaluation, and written papers assigned to meet university intermediate seminar requirements and university writing proficiency requisites.

Methods of Evaluation: The course grade is calculated out of 100 points for 100%.

<table>
<thead>
<tr>
<th>Method</th>
<th>Value</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Participation</td>
<td>25 points</td>
<td>See Session Assignments</td>
</tr>
<tr>
<td>Paper 1</td>
<td>20 points</td>
<td>Drafts and Final Paper are required</td>
</tr>
<tr>
<td>Paper 2</td>
<td>30 points</td>
<td>Drafts and Final Paper are required</td>
</tr>
<tr>
<td>Group project/presentation</td>
<td>25 points</td>
<td>Participation required</td>
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<td>Health Promotion Project/Fair</td>
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Concerning Arrangements for Submission of Late Assignments and other Learning Activities Plan your schedule for this course carefully. All papers and other course learning activities are due on the date assigned. Faculty do not have to accept any late assignment, or one point for each day late may be determined by each individual instructor. On rare occasions, a student may initiate a request for an extension prior to the due date. Please plan to contact the instructor as soon as possible if such circumstances arise. Requests for extensions of time are met at the discretion of the instructor.

A brief explanation of each method of evaluation appears below. For detailed instructions, refer to the Assignments Folder on the BB site. Course faculty will also provide more detailed explanations and guidelines as the course proceeds.

Class Participation: (25 points, or 25% of course grade)
Course participation includes regular class attendance, completion of class assignments, engagement in class discussion, and other activities. Full attendance is arriving on time and staying for the full class time. Attendance will be taken at each class meeting. Attendance is expected for each class meeting. Absences may be excused on a case by case basis with advanced notice given to the instructor. During class and outside of the classroom students are expected to maintain respectful and courteous behavior with all members: peers, guests, and the instructor. Cell phones are to be silenced or turned off during the class session and no text messaging on cell phones is allowed in the classroom. Laptops may only be used for course activities.

** This text also comes in alternative versions: A Writer's Reference with Resources for Multilingual Writers and ESL and e-versions which are also acceptable.
Class Participation Points 25 points
- Attendance 5 points total
- Writing Assignments #1 and #2 10 points total (5 points each for written completion and group presentation)
- Atomic Learning Module Assignment on APA Basics 5 points total
- Additional points, including Hacker & Sommers exercises and other ungraded assignments, per instructor 5 points total

All Assignments must be submitted electronically to the Assignment Location. All assignments will also be returned by instructors via BB.

Group Project/Health Fair: (25 points or 25% course grade)
This service-learning poster project spans the entire semester. Groups of students work as a team developing a health promotion poster for display during the Health Fair sponsored by UMass Boston’s Wellness Center. The process involved in the project includes the stages of assessment, planning, implementation and evaluation. Student posters will also be presented in class at the end of the semester. Early in the semester, students are assigned to small groups that work on the project throughout the semester. See BB site for Project Instructions and Evaluation Guidelines.

Major Graded Papers (2): (50 points or 50% course grade)
Paper #1 (20 points or 20% course grade) Draft and Final Copies required
Paper #2 (30 points or 30% course grade) Draft and Final Copies required
Two major graded writing assignments are required in this course. Students are expected to follow the assignment guidelines, use proper APA format, and submit the draft paper and the final paper on the required due dates. The draft paper is returned to the student with instructor comments and suggestions for revisions. The graded writing assignments, the two major papers, follow the University’s Writing Proficiency Requirements (WPR) that are utilized for the university’s written essay examination. The course instructor will assign a question and a related set of readings that present various viewpoints on a health promotion issue. The student will be asked to create a thesis, take a position and defend the position in the paper, to demonstrate:

Critical Thinking, Effective Use of Your Own Ideas: 40% of grade
Develop a sustained clear position, often by using a thesis, central idea, or hypothesis
Synthesize source materials to support your position.
Organize your argument in a clear and appropriate sequence

Critical Reading, Effective Use of Multiple Sources: 40% of grade
Identify, Summarize, and Define key terms or categories of classification
Analyze, and evaluate the problem/question
Synthesize and assess the key assumptions, concepts, themes, or ideas
Correctly cite sources in APA format (in-text and on reference page)

Elements of Writing, Effective Use of Writing Skills: 20% of grade
Demonstrate correct use of APA to meet manuscript format requirements
Organize paragraphs, with clear and structured introduction, body, and conclusion.
Express your meaning through sentence level effectiveness and clarity.

Each paper is expected to be 5-8 pages (not including references, title page, or abstract). A full detailed description of the evaluation criteria are posted on the course Blackboard site and will be discussed in class. Submit the certification form, with student portion completed, with your final
versions of each paper.

**NOTE: Very Important: To meet the university Writing Proficiency Requirement** - for the writing portfolio a student may submit the two papers from this one course NUR 212 only, BUT the total number of pages must equal 15 full pages- THEREFORE it behooves you to write a full 7-8 pages for Paper #1 and Paper #2 for this course.

If you do not need to meet the university’s writing proficiency, then you have more leeway on paper length- 5-8 pages.

See Instructions, Reading Sets, Grading Rubrics, and Due Dates for both Papers on Blackboard.

**Submit all Course Assignments & Papers via Blackboard.** All major papers (Draft and Finals for Paper #1 and Paper #2 must be submitted electronically to the Assignment Location on BB. Papers will also be returned via BB. **KEEP A COPY OF ALL WORK! Faculty are not responsible for maintaining papers after the semester’s end.**

**Follow APA (American Psychological Association) Guidelines**, latest edition, for formatting papers. This is a major course learning outcome and is required for both major papers, drafts and finals. Follow APA guidelines for the title page, abstract page, the running head/page header, page numbers, citations, and reference page. APA guidelines are also to be used to format in-text citations for paraphrasing and direct quotations; corresponding references are listed for each citation on the reference page in alphabetical order. The Hacker and Sommers text is required for this course. The Hacker & Sommers and additional on-line resources are available to assist you with using/following APA guidelines.

**Paper/Assignment Policy (university policy)**
Cheating or plagiarism will result in automatic failure of a paper, exam, assignment, or extra credit option. A late paper or assignment may be penalized unless arrangements are made with the instructor prior to due date.

**Safe Assign** will be utilized by section leaders to evaluate papers for potential plagiarism.
To learn more about how to **Cite Correctly and Avoid Plagiarism**, click on [http://umb.libguides.com/plagiarism](http://umb.libguides.com/plagiarism) note: Cyber-cheating is a form of plagiarism.
An additional plagiarism introductory site can be found at [http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php](http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php)

For UMass Boston Healey Library Services, go to: [http://www.umb.edu/library/help/](http://www.umb.edu/library/help/)

For writing support for your assigned papers, email the Reading, Writing, and Resources staff. Refer to available hours for group or individual tutoring, online or in person. **The writing tutors are a very VALUABLE student resource.** Go to: [http://www.umb.edu/academics/vpass/academic_support/tutoring/rwscc](http://www.umb.edu/academics/vpass/academic_support/tutoring/rwscc)

For other program and registration questions, email your program assistant, program director, or faculty advisor, or academic staff advisor.
Students are expected to include their UMS ID number in all communications with instructors, students, advisor, program director and staff, and university personnel.

**Rules of Class Engagement:**
One person speaks at a time; encourage asking questions. Listen with compassion and curiosity; ask for what you need and offer what you can. Each learner takes responsibility for his or her learning. Share ideas and experiences. Articulate positive expectations. Encourage 3 practices: listen with attention, speak with intention, and contribute to the well-being of the group. (Horton-Deutsch & Ironside, 2010)

Click on link for university Code of Student Conduct:
http://media.umassp.edu/massedu/policy/3-08%20UMB%20Code%20of%20Conduct.pdf

For additional help in becoming a successful student and a successful writer see the Reading Writing and Study Strategies Center website:
http://www.umb.edu/academics/vpass/academic_support/tutoring/rwssc

For additional help in learning APA Basics, and also in becoming a successful student and a successful writer, see all Atomic Learning Modules outlined on the last page of this syllabus and also on the website at http://www.umb.edu/it/getting_services/training/atomic_learning

For understanding all policies and procedures for EHS and Nursing students see the respective Student Handbooks at:
Also refer to university Student Handbooks on the UMB website for additional important policies.

In the College of Nursing and Health Sciences: A= 94-100; A-=90-93; B+=87-89; B=84-86; B-=80-83; C+=77-79. A Passing Grade is a C+ or higher. A Failing Grade is a C or lower. C=74-76; C-=70-73; D+=67-69; D=64-66; F= < 64

See your EHS or Nursing Student Handbook for Grading Policies, Academic Progression, Graduation Requirements, Writing Proficiency Exam, Communicating Concerns, and other student policies on the CNHS web pages. See website addresses provided on a previous page.

*Please note:* Nursing program students are required to achieve a grade of C+ or higher to pass this intermediate seminar course. Students from other majors/colleges/departments should consult the student handbook in their area to determine the minimally passing grade in an intermediate seminar course.

**Use of NU 212 Blackboard site**
All course items/materials (both required and recommended) will be posted on the course BB site. NU 212 is a web-enhanced course. Remember to check the NU 212 course page weekly across the semester for announcements, assignments and/or newly posted course materials.
Check with your instructor for preferred communication modes. Students are required to use umn email addresses for all communication.

See the NU 212 Blackboard site for all Library Resources and Instructions for Use of Internet.

**Disability Statement:**
Any individual with a physical or mental impairment that substantially limits in some major life activity, and needs an accommodation, must provide documentation of the disability to the Director of the Ross Center for Disability Services. The Director of Disability Services will make a determination whether or not accommodations are needed. Once this determination is made, the Director will consult with the faculty member on appropriate accommodations. A student with a documented disability is encouraged to register with Disability Services (CC / 2100) or call 287-7430.

**CNHS Academic Honesty Statement:**
The health professions have a code of ethics or standards for their members. This is reflected in the policy of the College of Nursing. Any incidence of academic dishonesty or misconduct by a student will not be tolerated. All Exercise and Health Sciences, Nursing, and other students should familiarize themselves with the policies on Academic Dishonesty and Student Misconduct described in the University and College of Nursing handbook. Examples of academic dishonesty include but are not limited to cheating on exams, submitting written material that is the work of others, or seeking unauthorized use of computer files of a student or faculty member. Misconduct includes but is not limited to furnishing false or inaccurate information, disruptive conduct, or theft or damage to university property. Please also be aware that the College of Nursing and Health Science faculty have access to plagiarism-detection software that may be used to evaluate your work.

**Learning Modules/Class Sessions:**
The content of the course is presented in weekly or bi-weekly Course Sessions. Each session addresses one or more topics from the Cottrell et al. and Hacker & Sommers texts with additional related readings/materials, and associated class activities. Course faculty reserves the right to alter the order of presentation of course topics/content, as needed. Notification will be provided in advance should this occur. The instructor determines the pace at which course content is covered. From time to time, supplemental course materials may be added to the Blackboard home page. The instructor will inform class members when this happens in a timely manner. See the Weekly Schedule.

The syllabus and course schedule are subject to change.

**Additional information for Success as a UMass Student**
Complete the following ATOMIC LEARNING TUTORIALS: BEING an EFFECTIVE STUDENT
http://www.atomiclearning.com/highed/beos_wkshp (COPY and PASTE this URL into your browser’s address bar, or Click directly onto it)

**A. Your Learning Management System (LMS)**
1. Being Familiar with your LMS
2. Participating in Discussions
3. Taking Tests and Quizzes

B. Organization
   1. Learning How Organization Helps You
   2. Creating Folders
   3. Saving and Naming Folders
   4. Backing Up Your Work

C. Time Management
   1. Creating a Schedule Part 1
   2. Creating a Schedule Part 2
   3. Planning for Large Projects

D. Using an Online Calendar on BB
   1. Signing Up for 30 Boxes
   2. Overview of the Calendar
   3. Entering and Editing Appointments
   4. Using the To-Do List
   5. Tagging and Color Coding Items

E. Digital Citizenship
   1. Using Netiquette
   2. E-mailing Tips
   3. Understanding Communication Challenges
   4. Combating Online Harassment
   5. Avoiding Plagiarism

F. Writing Tips
   1. Writing a Thesis Statement
   2. Outlining with Microsoft Word
   3. Writing Intros
   4. Writing Conclusions
   5. Getting Citation Help

G. Study Help
   1. Study Stacks
   2. MathNerds
   3. Using OWL at Purdue
   4. Your Research Online

H. Motivation
   1. Working through Difficulty
   2. Rewarding Yourself

USING BLACKBOARD LEARN http://www.atomiclearning.com/highed/bb9_student/?cn=umb
for over 50 specific, short Tutorial Videos

For additional Online Learning Support Resources, see
https://umb.umassonline.net/bbcswebdav/institution/UMB/LMS/student_help.html