

Course-Based Experiential Learning Requirement Form
(use this form if your program is seeking approval for a whole course as an ELR)

Please consult the Experiential Learning Guidelines as you respond to each item on this form.

Course Subject/Number/Title: NURS43001: Health Promotion in Professional Nursing Practice

Credit Hours: 3

Prerequisite(s): Student must be a registered nurse and nursing (NURS) major.

Please attach a master syllabus for this course, and submit a course catalog update workflow.

The *course objectives* section of the syllabus must include the *goals of the experiential learning component*.

1. Describe how the course provides opportunities for students to:

- Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
- Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
- Reflect on the meaning of the experience for their current and future learning.

NURS 43001 Course Objectives:

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

1. *Utilize critical thinking to explore theories and models for promoting and protecting health and preventing injury and disease across the life span.*
2. *Apply the Nation's Health Objectives as outlined in Healthy People 2020 to provide assessment, planning, and evaluation of health status and behavior risks for individuals, families, and communities.*
3. *Synthesize concepts related to health literacy and apply them in educating and counseling diverse clients.*
4. *Develop the nursing role through assessing, implementing, and evaluating effective health promotion strategies.*
5. *Foster professional development through self-directed learning which is goal directed and measurable.*

Goal for Experiential Learning:

Students will experience the practice of nursing in a community setting and reflect on the outcomes of his/her teaching experience.

Students will be required to use critical thinking and previous nursing education knowledge/experience to explore methods of promoting and protecting health and reducing injury across the lifespan. Students will apply current Health People Objectives to provide accurate assessment, planning, and evaluation of health status and behavior risks. Students will synthesize and develop education principles by completing a pre-planning assessment within a community, developing an assessment tool for that community, and implementing a clinically based educational seminar to that community.

2. Explain how the three learning outcomes will be assessed:

- Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
- Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
- Reflect on the meaning of the experience for their current and future learning.

Learning outcomes for the course will be assessed by weekly review of discussion board posts, article reflections, and assigned reading. Development of student knowledge base and application of knowledge will be identified in their written understanding of weekly assignments and population group teaching plan. Students will demonstrate clinical skill and knowledge in preparation of, and application of a teaching/learning seminar to a group of members within a specific community.

Course Points for ELR experience:

Population Group Teaching Plan (3 assignment parts)

1. Population Group Teaching – **Part I:** Population Group Pre-Planning – Assessment, Methods & Material, Behavioral Outcomes, Methods, and Content Outline Development (25 points)
2. Population Group Teaching – **Part II:** Evaluation Tools Development (25 points)
3. Population Group Teaching – **Part III:** Implementation Power point or Video (25 points)

Discussion Forum (15 points)

Professional Portfolio (10 points)

- o **Total Points for the Course.....100 Points**
- o **Clinical component of course will be the application of the population teaching assignment. Students will be required to provide an actual teaching/learning seminar to a group of members within a specific community/environment.**

3. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

Our unit will communicate expectations of this proposal to faculty teaching this course through formal meeting, focused LISTSERV email correspondence, and access to individual consultation/questioning/calls. College of Nursing faculty meetings will record minutes acknowledging expectations and methods of maintenance. Standards across multiple sections/instructors will be maintained by oversight of the RN-BSN program coordinator, Assistant Dean of Undergraduate Studies, and Dean of the College of Nursing.

URCC Use Only

Date Received by URCC _____ *Date Approved by EPC* _____

Date Approved by URCC _____ *Date Removed as ELR* _____